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# Department of Education, Toronto

EDUCATIONAL PAMPHLETS, No. 3

1913

REPORTS OF VISITS

TO

SCHOOLS IN THE UNITED STATES

BY

The High and Continuation School Inspectors, the  
Chief Inspector of Public and Separate Schools,  
and the Principals of the Normal Schools



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THE LEGISLATIVE ASSEMBLY OF ONTARIO

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## PREFATORY NOTE

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This is the third of a series of Educational Pamphlets which the Department of Education intends to publish from time to time. The first and second of the series, *The Montessori Method* and *Industrial, Technical, and Art Education*, were called "Bulletins," but it has been decided to substitute for that term the title "Educational Pamphlets."

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By direction of the Minister of Education for Ontario, the Inspectors of Collegiate Institutes and High and Continuation Schools, the Chief Inspector of Public and Separate Schools, and the Principals of Normal Schools visited a number of schools in the United States to study methods of organization, support, equipment, management, instruction, inspection, etc. This pamphlet contains their reports upon what they observed.





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## REPORT OF J. E. WETHERELL, M.A.,

### INSPECTOR OF HIGH SCHOOLS

On October 16, 17, 18, 1912, in accordance with the Minister's directions, I visited the Buffalo High Schools. I had planned, also, to visit the High Schools of three or four of the cities of Michigan, but unexpected obstacles interfered with my purpose.

My observations on the present conditions of educational thought and practice in the City of Buffalo may be of some service to education in Ontario, as Buffalo is among American cities the nearest to the capital of Ontario, and as the High Schools of Buffalo are fairly representative of the High School system of New York State.

### HIGH SCHOOL ACCOMMODATIONS IN BUFFALO

Buffalo has three academic High Schools—the Central High School, with a history of more than fifty years; the Masten Park High School, fourteen years old; and the Lafayette High School, nine years old. In the early part of the present year the Masten Park High School was burned down, and the Lafayette High School building temporarily accommodates two schools, the Lafayette School occupying the building in the morning and the Masten Park School in the afternoon. Even before the burning of the Masten Park School building the attendance of the three large schools had far outgrown the accommodations offered, and the vast overflow of pupils was housed in numerous annexes scattered over the city. Plans are now maturing for meeting the pressing exigencies of the unsatisfactory situation. To say nothing of the new Technical High School now approaching completion, two very large High School buildings are projected. The "Hutchinson High School," named after the donor of the fine site on Chippewa Street, will cost over \$500,000, and will be the new home of the present Central High School. The new Masten Park building will, it is expected, be proceeded with at an early date. Within two years the secondary schools of Buffalo will have excellent modern accommodations.

### SOME NOTES ON THE EQUIPMENT OF THE BUFFALO SCHOOLS

Several features of the equipment of the Buffalo High Schools present a striking contrast to the conditions prevailing in our Ontario High Schools. I found the libraries in the three Schools very much larger than those in our best schools. It is true that we have very few schools in Ontario as large as the Buffalo schools, but even on the basis of attendance the expenditure for reference and supplementary libraries is nearly twice as large as in our city schools. For the purpose of comparison, I take the High School libraries of Toronto. Our 3,300 pupils (I do not include the Technical School) have libraries valued at \$9,174. The three Buffalo High Schools (I do not include their Technical School) have libraries valued at \$18,500 for 3,890 pupils. It should be understood that the \$42,000 worth of free text-books used in the Buffalo High Schools is quite apart from the foregoing estimate.

The same generosity is displayed in the matter of scientific equipment. The total value of the scientific apparatus in the Toronto secondary schools is \$17,890. The total in the High Schools of the American city is \$35,000. Whether the expenditure in the one city is unnecessarily lavish, or in the other too sparing, is a question for grave consideration.

In another matter of equipment (and accommodation) the High Schools of Buffalo are quite behind the times. None of these schools has a gymnasium or any equipment whatever for physical education. In the two projected school buildings excellent gymnasia will be erected and equipped, but at present the needs of physical culture are not recognized. To the credit of Buffalo, it must be stated that in November, 1910, a system of German gymnastics was introduced into the three highest grades of the Public Schools (the highest or ninth grade being really a junior High School grade). No gymnastic apparatus, however, was used until the present year.

#### ATTENDANCE AND STAFFS IN THE THREE BUFFALO HIGH SCHOOLS

The policy of the Buffalo Board of Education is to maintain a few very large schools rather than a greater number of smaller schools. The Central High School has a present attendance of 950 pupils, the Lafayette High School an attendance of 1,700, the Masten Park High School an attendance of 960. These figures include the attendance in the various annexes attached to each school. The registered attendance for the whole year is, of course, somewhat higher, the figures for last school year being 974, 1,685, 1,232 respectively. The Central High School has also academic night classes attended by 1,200 pupils.

The Central High School has 43 teachers, of whom only ten are men. The Lafayette High School has 51 teachers, of whom only 9 are men. The Masten Park High School has 38 teachers, of whom only 7 are men. To sum up, the academic High Schools have 132 teachers, of whom only 26 are men.

It will be noticed that the average number of pupils for each member of the staff is considerably under thirty.

#### COURSES OF STUDY

There are four Courses of Study in the three schools. Each Course runs for four years. The following table will indicate clearly the character and scope of the Courses:

	General Course	College Preparatory Course	Teacher's Course	Commercial Course
First Year—	English (4) Algebra (5) Ancient History (5) Drawing or Book-keeping (4)	English (4) Algebra (5) Latin (5) Ancient History (5)	English (4) Algebra (5) Ancient History (5) Drawing (3) Music (1)	English (4) Algebra (5) Biology (5) Book-keeping (3) Writing (2)
Second Year—	English (3) Geometry (5) Foreign Language (5) Physical Geography (5)	English (3) Geometry (5) Caesar (5) Greek or Optional Language (5)	English (3) Geometry (5) Foreign Language (5) Drawing (3) Physiology (2) Music (1)	English (3) Book-keeping (5) Physical Geography or Foreign Language (5) Arithmetic (3) Commercial Geography (2)

Third Year—	English (3) Foreign Language (5) European History or English History (5) Optionals (5) Physics Biology Drawing Algebra Foreign Language	English (3) Cicero (5) Anabasis or Optional Language (5) Optionals (5) English History Algebra Geometry Trigonometry Physics	English (3) Foreign Language (5) Physics (5) English History (3) Botany (3) Drawing (1) Music (1)	English (3) Mathematics or Foreign Language (5) Typewriting, Shorthand or Science (5) Commercial English (3)
Fourth Year—	English (3) American History (5) Optionals (11) (A wide range of ten subjects)	English (3) Virgil (5) Iliad (5) Optionals (5)	English (4) American History (5) Zoology (3) Drawing (1) Music (1) Optionals (8) Any whatever	History or History of Commerce (3) American History (5) Shorthand or Science or Foreign Language (5) Economics and Commercial Law (5)

NOTE: The numeral after a subject indicates the number of recitations each week.

#### TEXT-BOOKS

For eighteen years the High Schools of Buffalo have had free text-books. Last year text-books to the value of \$6,837 were purchased for the pupils of the three High Schools. The books are renewed as soon as they have become unduly soiled or worn. One wonders what can be the attitude of boys and girls from 16 to 20 years of age toward a communal system which prevents them from enjoying the pleasure which springs from the ownership of their school books and which obliges them to handle books which others have soiled. Some of the High School teachers with whom I discussed the question were not disposed to defend the public ownership of school books.

#### ENGLISH LITERATURE TEXTS

The English literature texts used for class work in the three High Schools are those prescribed by the Board of Regents of New York State. The only feature that strikes a stranger is the large number of American authors who are honoured in this schedule. One expects to find Longfellow, Whittier, Hawthorne, Irving, and even Parkman and Thoreau. One should not be surprised, I suppose, to meet with Washington, Webster, and Lincoln. Minor authors, however, such as Stockton, R. H. Davis, and J. C. Harris, are thought worthy of careful study.

#### SUPPLEMENTARY LITERATURE

The scheme adopted in Buffalo and New York State is very similar to the Ontario scheme. In this list, prescribed by the Board of Regents, the number of American authors is unconscionably large. Holmes, Bryant, Lowell, Howells, Cooper, Burroughs, are certainly worthy to rank in any lists of this kind. In addition to these, however, the following American authors have been placed on the roll of fame: C. Sumner, Clay, Henry, Warner, Beecher, Choate, Phillips, Hapgood, Harte, Curtis, Hale, Cheney, Helen Keller, B. T. Washington, Eggleston, Sted-



man, Alcott, Field, VanDyke, Clemens, Jewett, Riley. The only book by a Canadian to be found in this long and promiscuous list of recommended literature is Norman Duncan's "Dr. Grenfell's Parish."

#### SOME COMMENTS ON SUBJECTS OF STUDY

*Physical Culture.*—I have already referred to the entire absence of physical culture in the Buffalo High Schools. It has now been fully realized that this is a grave omission, and in the new school buildings the programmes of the future will supply this defect.

*Reading, English Grammar, Spelling, Arithmetic.*—None of these subjects has any recognized place on the High School programme. It is true that in one of the High Schools there is an optional class in elocution, and in another there is an optional class in expression, but there are no classes corresponding to our classes in reading. Only in one year of the Commercial Course is arithmetic a regular study: all other classes of pupils finish their arithmetic in the Public School. English grammar is also disposed of in the Public School. Spelling is only an incidental study in the High Schools. A visitor is inclined to wonder as to what must be the effect of these omissions, but he is not left long in doubt. In the last Report of the Superintendent of Education for Buffalo the Board of School Examiners has something to say on the question. Under the heading, "Some School Results," the Examiners say: "We would like to see inaugurated in our High Schools more practical courses of study, courses that would thoroughly prepare boys and girls for successful business and commercial careers. The present character of the High Schools as college preparatory schools is not entirely in keeping with the needs of our young men and women. . . . A great many candidates in our examinations, while generally well prepared in the higher academic studies, are deficient in grammar, spelling, and arithmetic. Frequent failures in arithmetic, grammar, and spelling lead to the conclusion that the present system allows the pupils to drop these essential subjects too soon when instruction in all three should be continued throughout the entire High School course. Too many of our students, with the graduation stamp of the High School upon them, are lamentably weak in spelling, and in too many instances incapable of writing in correct English and in proper form an ordinary business communication."

*Physiology and Music.*—It will be noticed that these two subjects of study have an obligatory place in the teacher's course in the Buffalo schools. The course in music is quite elementary and occupies only a short period each week.

#### HIGH SCHOOL HOURS, PROGRAMMES, AND PRACTICES

The Buffalo High Schools have only one long session each day. The Central High School, the only one of the three now working under normal conditions, may be taken as the type. The school activities begin at 8.30 a.m. and close at 1.30 p.m. First comes "The Assembly" (on Mondays, Wednesdays, and Fridays), lasting from thirty minutes to an hour or more, according to occasion. Lecturers, delegates, visitors, frequently address the assembled school. This is the principal's opportunity for making announcements, and for giving directions and advice. Following "The Assembly" come four recitations of about forty minutes each. Then, just before noon, an intermission of twenty minutes gives the pupils a lunch space. The luncheon is brought from home or it may be purchased wholly or in part at the school

restaurant. Then follow two more lessons and dismissal. I am informed that the plan of a single session adapts itself to the needs of a very large number of the pupils, especially the boys, who engage in various forms of business during the afternoon.

Although the High Schools have six lesson spaces each day no pupil is allowed to take more than four lessons a day. The other periods are spent in the "Study Room." Each school has a number of "Study Rooms," where as many as two hundred pupils sit under the supervision of a teacher. In some of the "Study Rooms" small classes or groups of pupils, even individual pupils, meet a teacher in "Conference" for the discussion of difficulties and the clearing up of moot questions.

#### NIGHT SCHOOLS

Only the Central High School (of the academic schools) has Evening Classes. These night classes have been carried on for many years and are exceedingly popular. About 1,200 pupils attend the Central High School Evening Classes. The work begins at 7.30 p.m. and continues through three forty minute spaces till 9.30 p.m. The teachers are members of the regular staff or special night teachers. Last year these classes were conducted for 75 evenings.

#### EXAMINATIONS

(1) The examination which corresponds to our Entrance Examination is styled the Examination for Preliminary Certificates. It is held at the end of the work of the 8th grade, so that the pupils of the 9th grade are doing what we call Continuation work.

(2) The Regents' Examinations were instituted over thirty years ago for providing a basis for the distribution of certain funds among the High Schools of New York State, and for the purpose of regulating and elevating the standard of scholarship in the Academies and High Schools of the State. The scheme has been many times revised, and now provides graded diplomas for High School pupils. The scheme is somewhat too complex to outline here. These examinations are held twice a year, in January and in June.

(3) The Examinations of the Board of Examiners are under the direction of the Common Council and are held for the purpose of qualifying teachers for the various grades of instruction in the city schools. All the teachers in the High Schools hold their positions by virtue of the authority to teach which has been conferred upon them by a Board of Examiners' Certificate. These examinations are also held twice a year, in January and in June.

#### MISCELLANEOUS

A striking feature in the curriculum of these High Schools is the importance attached to physical geography. In the Central High School there are two laboratories set apart for this work. The desks are specially adapted for sketching and drawing. Many simple experiments are performed by the pupils. Weather observations are regularly made and recorded by the pupils. Field excursions are frequently made. The laboratories are equipped with thermometers, barometers, hygrometers. Abundant use is made of the stereopticon. The pupils are provided with dictionaries and standard works from which they are expected to cull information as occasion requires it. The neatness and thoroughness of the pupils' note-books which I saw are entirely commendable.

It is noticeable that in these High Schools no pupils but those taking the commercial course are allowed to study commercial subjects, not even those taking the teacher's course. It is noticeable, also, that only the Central High School takes up the commercial course.

The average age of the junior pupils in the first forms is higher than in Ontario city schools. The average of the boys is 16 years and of the girls a shade under 16. It must be remembered, however, that most of these pupils after passing the entrance examination spend a year in the ninth grade of the Public (Grammar) School.

It is noteworthy that only non-residents pay tuition fees in the Buffalo High Schools. All others of all grades enjoy free tuition.

#### STUDY OF FOREIGN AND DEAD LANGUAGES

This table indicates how many pupils study the languages in the different High Schools:

—	Latin	Greek	French	German	Spanish	Italian
Central High School .....	262	0	56	212	30	29
Lafayette High School .....	500	20	320	575	75	0
Masten Park High School ...	272	11	107	357	0	0

#### ORAL COMPOSITION

I discussed with the heads of the English Departments in the three High Schools the extent to which oral composition is stressed. The directions of the State syllabus are explicit, "Since in life oral expression is much more extensively used than written expression, attention should be paid to the development of clearness in oral expression; students should not only be helped in every way to overcome common errors in speech, but should also be trained to express themselves fully and clearly without the aid of question or suggestion. In general, oral composition should precede and be the basis of written composition." As was to be expected, I found that the heads of the English Department differed widely in their interpretation of these wise directions. The organization of the Lafayette High School for oral work most nearly resembled the practice of the Ontario High Schools.

#### SUPERVISION AND INSPECTION

The Superintendent of Education was absent from the city during my visit to Buffalo and I had not an opportunity to discuss with him some phases of the situation on which he could have enlightened me. The Superintendent's relations with the High Schools I could not determine with any degree of precision. He has certain supervisory powers, but it is plain that the individual principals have a free hand in the management and moulding of their own schools.

As to inspection—a dual arrangement prevails. Every school is visited and inspected during the school year by a member of the Board of Examiners. In addition to this, each department in the High Schools is inspected (once in about two years) by a specialist of that department who is sent by the State Department of Education.



## REPORTS OF H. B. SPOTTON, M.A., LL.D., and J. A. HOUSTON, M.A.

## INSPECTORS OF HIGH SCHOOLS

In pursuance of the policy of the Department of Education to give an opportunity to its Inspectors and others to widen their educational horizon by personal conference with school authorities, and personal visits to typical schools in the United States, we selected the cities of Boston and New York as the field of our observations. These were entirely confined to High Schools, and necessarily to a limited representation of them, in view of the brief time available. Nevertheless, we feel that the selection made was such as to give us, on the whole, a very fair view of the educational activities and aims of the two cities, so far as the work of secondary education is concerned, and we have no doubt at all of the beneficial effect upon our own minds of the opportunity to compare methods and results and tendencies in an outside system with those with which our daily work has made us familiar.

## THE BOSTON SCHOOLS

On our arrival in Boston we waited upon the Superintendent and were very cordially received. Indeed, in both Boston and New York we were met with the greatest courtesy by the educational authorities and all with whom our mission brought us in contact. In every possible way our visit was made pleasant, and every facility was afforded us to gather such particulars as seemed to us most desirable in view of the brief time at our disposal.

A consultation with the officers at headquarters led to the selection of the following schools as likely to furnish us with the most useful data upon which to base a report upon the present situation in the matter of secondary education:

The High School of Practical Arts

The High School of Mechanic Arts

The Public Latin School

The English High School

The Dorchester High School.

That this report must necessarily be imperfect goes without saying. Much more time and study and observation than we could possibly afford would be necessary in order to discuss satisfactorily what is being accomplished, and what it is hoped to accomplish, in such centres of educational effort as Boston and New York.

The High Schools of Boston are classified as "Special" (five in number) and "General" (nine in number). The special schools include the three first named of those visited by us and also the Girls' Latin School and the High School of Commerce. The two Latin Schools train specially for college entrance with particular attention to Classics. The other three may be called "Vocational" schools, on account of the direct bearing of the work done upon the future occupation of the pupils concerned.

In the nine General High Schools, serving different sections of the city, the curriculum of work is, broadly speaking, the same. There are minor differences, due to the differing demands of pupils in different quarters of the city, but in all of them there is a wide choice of courses, with certain restrictions referred to later on.

### THE HIGH SCHOOL OF PRACTICAL ARTS

This school is at present housed in temporary quarters, but will soon have a splendid home of its own. It aims to do for girls what the High School of Mechanic Arts and the High School of Commerce do for boys. To quote from the Superintendent's Report for 1910: "The hope of the school is to make broader minded and more practical women of its graduates, and by its combination of general and specific education to fit them better to take advantage of an opportunity for promotion in the business world, when offered, than the more limited and specific courses of the trade schools can do." That a school of this character supplies a need is evident from its rapid and increasing development. It opened five years ago with an attendance of sixty-five girls and a staff of four teachers. This year the attendance has reached six hundred and twenty-five, and there are twenty-five teachers and nine special assistants. The new building, the foundation stone of which was laid in October last, will accommodate one thousand pupils, and it is expected that the attendance will reach that point in September next.

What is the secret of the great popularity of this school? We think the answer is to be found in the judicious combination of sound instruction in essential academic subjects, and the thoroughly practical turn given to all the more purely technical work. We had the pleasure of listening to a lesson in English Literature and were most agreeably impressed by the breadth of view of the teacher, as well as by the responsiveness and obvious interest of the class. A lesson in History, also, was correlated with the special aims of the school, and furnished another example of the general brightness pervading the institution. In addition to these subjects instruction is given in Mathematics, Chemistry and Physics, and Art. The work in Art extends over the whole course of four years, and stands out as an especially prominent feature in the activities of the school. Some work in designing which we examined in one of the senior classes impressed us as of very high quality indeed.

On the technical side, the interests of two classes of pupils are constantly kept in view, namely: (1) those who expect after graduation to go directly from the school to the home, and (2) those who will, either from choice or necessity, for a longer or shorter time, earn their own livelihood in industrial pursuits; so that while in reference to *all* pupils the purpose of home-making is steadily kept in view, a considerably more intensive course of technical training is provided for those intending to take up industrial pursuits. It is estimated that during the four years' course two thirds of the time is devoted to academic subjects and drawing, and one third to industrial work.

The industrial work includes housekeeping and cookery, millinery and dress-making. A house is maintained near the school in which general housekeeping is taught. The work is taken by groups of pupils in turn, and is of the most thoroughly practical character. In the course in cookery stress is laid upon a limited number of essentials of home cookery, with the idea of sending the pupils out knowing a few things thoroughly rather than knowing a little about an extensive list. The pupils are kept at bread-making, for instance, till they are considered

proficient, and they are taught thoroughly the methods of cooking the common varieties of meat.

All the pupils receive instruction in millinery and dressmaking. "For those in the general course the amount is sufficient to enable them to make their own dresses and hats, or to judge correctly as to quality, texture, colour, design, fit, and price of that which they purchase for themselves or their children. For those who enter the trade courses in millinery or dressmaking the course is much more extensive." As in the course in cookery "the same operations are repeated often enough to give skill and rapidity."

A very important feature of the school is the presence on the staff of a lady who is styled the vocational assistant. Her duties consist in keeping in touch with the pupils intending to follow one or another of the industrial pursuits for which preparation is made in the school and conferring with them in regard to a choice of occupation, so as to ensure as far as possible a selection most likely to suit the abilities and tastes of the person concerned. This teacher also keeps in touch with the employers with whom the girls are placed after graduation, with the object of rendering such help in the way of advice and counsel as may seem desirable in the interests of all concerned. And even before entrance to the school the services of vocational "counsellors" are enlisted in order to select from the many applicants for admission those who seem to be best adapted to profit by the instruction furnished.

This school, in short, exemplifies very well the more recent efforts of the Boston authorities to improve the organization of their educational work. The direction taken by this re-organization is clearly defined in the following words taken from a Report of the Superintendent of Schools: "The basis of the re-organization has been, first, a more definite emphasis upon the vocational purpose of all education, and second, a recognition of the differing vocational aims of the pupils. Consequently, all general courses have been carefully revised for the purpose of increasing their vocational value, and special courses and special vocational schools have been established wherein the differing vocational aims of the pupils may be realized." It is not possible to enter here upon a discussion of the problems arising out of the policy thus indicated. That there will be, especially in the larger centres of population, a steady increase in the number of vocational schools seems pretty well established. In Ontario, so far, little has been done in this direction, but it has seemed to us a desirable thing to call attention in this brief report to the trend of educational effort in the populous centres of our neighbours, in anticipation of what must sooner or later become a feature of our own system also.

The following suggestions are found in a letter addressed to the Superintendent of Education for Ontario by Mrs. Huestis, President of the Local Council of Women of Toronto, in reply to a request for her views on the subject of Industrial training for girls and women:

"In all cases, hand in hand with this special technical or industrial training which the girl may need should go whatever academic instruction is necessary to enable her to assume her proper business position so that advancement to higher and more remunerative lines might not be cut off. But besides all this, the girl in the industrial world of to-day is the home-maker of to-morrow, hence the necessity for some training in household science. Furthermore, the physical education of the girls at all stages should be closely guarded, as little will be gained by giving the required industrial training if the girl's physical well-being is not guarded to enable her to perform her duties without encountering the physical breakdown so commonly occurring to-day."



The Boston High School of Practical Arts seems to us to fulfil these conditions in a very admirable manner and more particularly in the great prominence given to the "home-making" idea. On the whole it has appeared to us that the establishment of this school has been fully justified by its success. It evidently meets a popular demand, and seems to provide a suitable education and to furnish a hopeful outlook for thousands of girls for whom in view of their requirements the ordinary High School training is deficient or on inappropriate lines.

#### THE HIGH SCHOOL OF MECHANIC ARTS

Our visit to this school was a brief one, but sufficient to impress us with the conviction that here again the putting into practice of the principles underlying the activities of the vocational schools has been entirely justified by the great popularity of the institution. The attendance at this school, which may be said to accomplish for boys what the High School of Practical Arts does for girls, has risen from one hundred and sixty, in 1895, to over fourteen hundred at the present time, and, as in the other vocational schools, it is becoming increasingly difficult to find room for all who seek admission.

To quote from the Superintendent's Report: "The school gives to every boy intensive training in drawing, woodworking, pattern-making, forging, and machine shop-work. It teaches the fundamental principles and processes that underlie many trades, but it cannot be considered a trade school, for much more time than can be devoted to any mechanical branch is needed to develop the skill and judgment required by a journeyman." About one third of the time of instruction is devoted to shop-work, another third is divided between mathematics and drawing, and the remaining third between English, History, Physics, Chemistry, and French and German, though the demand for German would appear to be very small. In consequence, no doubt, of the prominence given to shop-work, which involves much exercise of the body, this school alone of all the High Schools appears to have no provision for systematic physical training. We had the pleasure of inspecting some of the pupils' work in mechanical drawing, and of briefly discussing the methods of instruction in this branch of study.

Everything that we saw in this school impressed us agreeably, and we are quite prepared to believe that the aims of the school, as set forth in the following quotation from a report of its Principal, are being fully realized: "The school aims to encourage every noble endeavour, to foster every worthy ambition, to insist upon high standards of attainment in study and of perfection in mechanical work, to cultivate self-control, kindness, politeness, and manliness, and to deepen respect for honest toil."

In addition to the vocational work of the special vocational schools, it should be pointed out that industrial classes have also been established, with more or less success, in connection with several of the ordinary High Schools and Elementary Schools of the city.

#### THE PUBLIC LATIN SCHOOL

This school is ranked among the Special High Schools of the city. As might be inferred from its name, its organization and aims are widely different from those of the vocational schools already referred to. The school is open only to boys who are looking forward to a course in one or other of the colleges or uni--

versities, and who wish to prepare in classics. The history of the school is full of interest, extending as it does over a longer continuous period than that of any other school in the Union, and associated as it is with memories of many distinguished men in various walks of life. The attention of the visitor is at once arrested by the extensive display of pictures and casts in the corridors and class-rooms, many of them the gifts of former pupils, and often recalling old associations and important events in the history of the school and the lives of its distinguished graduates. Many portraits of former Principals adorn the walls of the large Hall or Assembly-room. Altogether the atmosphere of this school is essentially classical and cultural.

In the curriculum of studies Greek and Latin are assigned rather more than one third of the whole time, Mathematics and English about one sixth each, History one tenth, and less than this to French. Science has practically no place. The attendance is over eight hundred, and besides the Principal there are twenty-four masters and instructors; and a special teacher of military drill.

We were privileged to hear a lesson in Latin given to a class of about 30 boys. The work assigned was a chapter from one of Cicero's Orations. The lesson was carried through in a very thorough and systematic way, and so as to ensure the close attention of the whole class. We were very favourably impressed with the hearty manner and the generally clear tone in which the boys responded. In this particular respect we felt that many of our own schools might with advantage take a leaf out of the Boston book. The better showing of these Boston pupils in this matter may possibly be due to the fact that the classes (in this school) are made up entirely of boys, and that there is consequently greater freedom from restraint than when the classes are mixed. One feature of the recitations in the Latin School is worthy of special notice—the estimated value of every answer is set down by the master as soon as the answer is given. This obviously gives trouble to the master, but there is no doubt that its effect is to stimulate the attention of the pupils, whose standing is made to depend largely upon the credit marks they receive in class.

In connection with this school there is a regiment of three battalions, each of four companies of boys, and, as already stated, a special instructor in military drill.

Mention has been made of the decorations of the halls and class-rooms. In view of the efforts being made to secure suitable decoration for the walls of our own High Schools it is interesting to know that in Boston the decorating is not done at the public expense, but is chiefly, if not altogether, voluntary. In New York, on the other hand, a State grant is given for the purpose of securing suitable works of art for decorative purposes.

### THE ENGLISH HIGH SCHOOL

A corridor leads from the Public Latin School to the English High School, each school occupying part of one immense building. This school is ranked among the "General" High Schools, as distinguished from the Special High Schools, to which latter class all those so far referred to belong. As in the Latin School, however, boys only are admitted to this school, and only masters are employed on the staff. The attendance for the current year is about nineteen hundred, and the masters and instructors number fifty-five, with a special instructor in military drill. Some idea of the extent of the activities of this school may be gleaned from the following quotation from its catalogue:

"In this school each pupil may obtain such instruction as is suited to his own individual needs. If he is going to college, or to the Massachusetts Institute of Technology, he may prepare here in four years; if he is going into business, he may follow commercial studies without neglecting a liberal culture. Whatever his plan of study, the pupil can follow it here if he chooses wisely.

"The quality of work done in the English High School may be judged from the standing of its graduates. They are to be found among the most distinguished students of Harvard College and of the Massachusetts Institute of Technology.

"More than fifty different courses of instruction are given in twenty-four different subjects; a very wide liberty of choice is allowed; and credit towards a diploma is given for all work actually accomplished."

Before the first of June in each year the pupil presents his list of elective subjects for the following year. Four years' attendance is commonly necessary to qualify for the diploma of the school, and the pupil must have won at least seventy-six points or credits in the course of his attendance to entitle him to the diploma. One point or credit represents the work involved in one period a week for one year in any subject, and a full year's work in each of the first three years amounts to twenty points, and in the fourth year to sixteen points. Control over the amount of work undertaken by any pupil is in the hands of the authorities, so that where a pupil's work becomes unsatisfactory he may be required to drop some of his elective subjects.

As twenty periods a week, or an average of four per day, is the normal amount of recitation time for each pupil, it will be seen that the daily burden carried is considerably less embarrassing than in our own schools, where it is not uncommon to find the recitation periods double the number mentioned above. On the other hand, while the number of subjects carried by a pupil in any year is much less than with us, the recitation period is somewhat longer, usually forty-five minutes as against an average of thirty-five minutes in our schools.

As illustrating the flexibility of the school's organization to suit the convenience or requirements of different classes of students, we append two suggested courses, one for a boy preparing for a business career, and the other for a boy preparing for college entrance. It will be noted that so far as points or credits to be earned in a year are concerned, the two courses do not materially differ.

#### SUGGESTED COURSE FOR COLLEGE ENTRANCE

	First Year	Second Year	Third Year	Fourth Year
English.....	5 points	5 points	3 points	3 points
History.....	5 "	.....	.....	.....
Latin.....	.....	5 "	5 "	5 "
French.....	5 "	5 "	4 "	4 "
Algebra.....	5 "	.....	.....	.....
Pl. Geom. and Alg.....	.....	5 "	.....	.....
Solid Geom. and Alg.....	.....	.....	4 "	.....
Trigonometry.....	.....	.....	.....	4 "
Physics.....	.....	.....	5 "	.....
Chemistry or } U. S. History }	.....	.....	.....	5 "
	20	20	21	21



## SUGGESTED BUSINESS COURSE

	First Year	Second Year	Third Year	Fourth Year
Drill.....	2 points	2 points	2 points	2 points
Hygiene .....	1 ..	.....	.....	.....
English.....	5 ..	5 ..	3 ..	.....
Elementary Science.....	3 ..	.....	.....	.....
French (or Spanish).....	5 ..	5 ..	4 or 5 ..	.....
Algebra.....	.....	5 ..	.....	.....
Book-keeping .....	4 ..	.....	.....	.....
Phonography.....	.....	5 ..	3 ..	3 ..
Commercial Geog.....	.....	.....	3 ..	.....
Typewriting .....	.....	.....	3 ..	3 ..
Commercial Law.....	.....	.....	.....	3 ..
U. S. History.....	.....	.....	.....	5 ..
Civics .....	.....	.....	.....	3 ..
Public Speaking.....	.....	.....	.....	1 ..
	20	22	18 or 19	20

While much latitude is allowed in the choice of subjects of study, there are certain important restrictions connected with the granting of diplomas. Of the seventy-six credits demanded in order to entitle to a diploma, at least eight must have been won in physical training, one in hygiene, twelve in English, seven in some one foreign language (or phonography and typewriting), four in mathematics (or book-keeping), three in history, and three in science. Similar restrictions are imposed in all the General High Schools of the city, and the reasons for them are well put in the Superintendent's Report of July, 1910:

"In 1900 the Boston High Schools, under the influence of Harvard College, made all subjects freely elective. By 1906 the Boston High Schools had reached the conclusion that extreme freedom in electives was not justified by results. It had been demonstrated that the many advantages of entire freedom of electives was more than offset by the possibility of graduating pupils whose course of study lacked definiteness of aim and failed to include subjects essential to success in any line of work. Consequently, the course of study in High Schools was amended so as to require essential subjects, such as English, of all pupils, and to place such restrictions upon electives that the whole course of each pupil must represent continuous and progressive effort. The wisdom of this reform will commend itself to every enlightened educator. In general, the judgment of young pupils is not sufficiently mature to permit of an uncontrolled choice by them of the subjects which will occupy their attention during the formative period of their lives. Nor will the assistance of parents be always sufficiently effective in securing what is best for the pupil in framing his course of study. The governing bodies of the schools must have something to say in the matter, and so there can, we think, be no doubt about the outcome of the rule which stipulates that one-half of the credits necessary for gaining a diploma shall be distributed among certain subjects which may be held to be common to all effective courses of study. At the same time, while half the course is practically fixed, there is still such latitude as to give play to the diversity of demand in different sections of the city, and among different individuals in the same school. The tables show, for instance, that the percentage of the whole work represented by stenography in a given school is three times as great as in another school in another part of the city, and that while 5.3 per cent. of the work in the Girls' High School is in mathematics, 13.6 per cent. of the work in the English High School is in this subject.

## THE DORCHESTER HIGH SCHOOL

This school also ranks as one of the General High Schools. The attendance is about seventeen hundred and fifty, and both boys and girls are admitted. The range of subjects taught is much the same as in the English High School, but includes also Manual Training and Household Science. Here a pupil may select a course preparatory for College, or for a Scientific School, or for a Normal School,

or he may take a General course, or an Art course, a Commercial course, or a Manual Arts course. The restrictions previously referred to apply to the selection of subjects for any particular course in this as in the other General High Schools.

About half the pupils here have elected the Commercial courses, and the Commercial side of the building appears to be exceptionally well equipped for its purposes. The supply of typewriters is on a very liberal scale, and the equipment of the room devoted to Commercial Geography is a monument to the patience and industry of the head of the department. In this room the walls are completely lined with glass-fronted presses containing industrial products in great variety, showing the different stages of manufacture from the crude material to the finished product, and so neatly arranged that any desired article is within immediate reach of the instructor as occasion arises.

Besides the regular Commercial course, which extends over four years, and includes in each year some purely commercial subjects, there are special courses in Shorthand and Typewriting and Book-keeping for graduates only, that is, for those who have previously completed the ordinary general course. These special courses are specially recommended by the authorities of the school, for proficient pupils, on the ground that "the value of pupils as stenographers and book-keepers is much greater if they have had an excellent general education before beginning their special commercial studies." With this view we are in entire sympathy.

We deem the Art work in this school as also worthy of special comment. The course in Art extends over four years and had special interest for us in view of the efforts now being made in this Province to encourage the extension of this department of study beyond the limits of the Lower School of the High Schools. In the first year the work includes:

Representation of leaves, flowers, fruits, and shapes of trees.—Pencil outline.

Interiors and Exteriors and Object Drawing. Rapid Sketching and Memory Work.—Pencil outline.

Design.—Study of principles and application to some object made of brass, such as a candle-shade or blotter corners.

Printing.—Pencil outline.

Colour Work.—Crayons and water-colour.

In the second and third years the topics of the first year are continued and developed. For expression, pencil shading, charcoal, and brush are employed.

In the fourth year are included:

Nature Drawing.—Pencil shading, charcoal, coloured chalk, crayon, and water-colour.

Pose Work, and study of parts of the figure, as head, hands, and feet.—Pencil, charcoal, and coloured crayons.

Studies from Casts.—Pencil, charcoal, coloured crayons, coloured chalk, and water-colour.

Design, with application to any material.

Printing—application to posters, etc.—Brush.

This school furnished an excellent example of the advantage to be gained by appropriating specially equipped rooms for Art instruction purposes. It is not too much to say that the pupils during the Art lessons live in an atmosphere of Art. Their surroundings and the arrangements made to facilitate their work are such as cannot fail to stimulate them to their best efforts. We examined the work of many pupils, and we cheerfully testify to the general excellence of the results.

## NEW YORK CITY SCHOOLS

From Boston we went to the City of New York, where our reception was marked by the same courtesy and fraternal kindness which had greeted us in Boston. Every opportunity was given us to investigate such points in organization, methods of instruction, or courses of study as might be of interest. Mr. E. L. Stevens, the Associate City Superintendent, who has the supervision of the High Schools, placed himself at our disposal, accompanied us to the first school we visited, and did all in his power to make our visit both pleasant and profitable.

The schools in the City of New York are under the management of the City Board of Education, which consists of forty-six members, appointed by the Mayor for a term of five years, nine of whom retire each year. This Board has plenary powers in the administration of school funds, the establishment of schools, the licensing of teachers, the adoption of courses of study, the appointment of superintendents and teachers, the approval of text-books, and the management of the retirement fund. The Education Department of the city has at its head the City Superintendent, who is appointed by the Board of Education for a term of six years, and who is the responsible administrative officer of the Board. To assist him there are eight Associate City Superintendents, also appointed by the Board for a term of six years. These nine men constitute the Board of Superintendents, and from them come all recommendations to the Board of Education. There are also twenty-six District Superintendents, appointed for a six-year period, whose duties correspond very nearly to those of our Inspectors. They visit and examine the schools in their respective districts, and report to the City Superintendent as to conditions and needs.

At the close of the school year, 1910-1911, the number of schools in operation was:—High Schools and High School Departments 20, Elementary Schools 497, Truant Schools 3, Vocational Schools 2, Schools for the Deaf 1, Nautical Schools 1, Evening High Schools 16, Evening Trade Schools 2, Evening Elementary Schools 101, Vacation Schools 32. In addition to these 47 corporate schools, industrial schools, and orphan asylums received a share of the general school fund.

In connection with the High Schools there are organized courses in Manual Training, Household Science, Commerce, and Industrial and Technical work for boys and girls. Experiments are being carried on at present looking toward extending the work of the purely vocational schools, and also providing a cultural and home-making course for girls such as is provided in the School of Practical Arts in Boston.

As our time in New York was limited, we had the opportunity of visiting only three High Schools. These were the Bryant High School, with 1,100 pupils; the Morris High School, with 3,800 pupils; and the Stuyvesant High School, with 2,500 pupils. The size of these schools and the immense number of pupils in attendance were to us remarkable features, but on discussing these characteristics with members of the staff we learned that it was the general opinion that better educational results would be obtained by having a number of smaller schools in different sections of the district to be served. Under a system of concentration many pupils have to travel long distances, and the schools are too cumbrous to give opportunity of carrying on the work to best advantage.

## THE BRYANT HIGH SCHOOL

This school was chosen as the one to which our first visit should be paid, because it offers to its pupils possibly the largest number of courses of instruction



calculated to further both the cultural and the practical aim of education. The general scheme of organization of the school is to provide every student with the particular instruction he needs most for his individual advancement along the lines of general education, or for increasing his wage-earning ability, or, in the case of girls, for increasing their efficiency in household economics. This school is in reality two schools using the same building, class-rooms, and workshops; namely, the Day High School and the Evening High and Trade School.

Two features of the school at once attract the notice of a visitor; first, the tasteful and educative decorations of the halls and class-rooms; second, the thoroughly equipped workrooms. The pictures, we understand, are provided by means of a direct grant from State funds, instead of from the funds of the Board of Education, or from gifts of private individuals. The forge-room, the machine-shop, and the wood-working shops, are equipped with all the necessary machines and tools typical of a modern commercial shop, all machines being electrically driven by individual motors; the girls' workrooms are similarly furnished with every modern appliance for carrying on their special work. The physical and chemical laboratories are complete, with all required apparatus and material, and there is also a special laboratory devoted to the teaching of Physical Geography or Physiography, and supplied with tables, specimens of rocks, products of different countries, projection lanterns and slides. The laboratory method of teaching seems to be used whenever the nature of the subject to be studied makes such a thing possible.

This school provides for its pupils a variety of courses, both cultural and vocational. Besides giving the usual academic courses for (1) College entrance, (2) High School graduation, (3) admission to the professional Schools of Law, Medicine, etc., it provides also special courses in (1) General Education, (2) Preparation for the Civil Service, (3) Vocational Training for Women, (4) Trades, and (5) Trade Subjects. The courses for women include Dressmaking, Millinery, and Household Science. The Trade courses are planned to meet the requirements of (1) those seeking an introductory knowledge of any particular trade, (2) those already in the trades who desire training in special branches, and (3) advanced students in specialized work. The sphere of the activities of the school is very extended, and it aims to supply the wants of all classes.

#### THE MORRIS HIGH SCHOOL

This High School, the second largest in the city, is a purely academic school, over fifty per cent. of the girls in attendance being in training for teachers. This school, with its annexes, employs 140 teachers, has about 4,000 pupils, and serves a district nearly as large in area, and greater in population than the whole city of Toronto, where we have eight high schools doing similar work. Apart from its numbers, there is not much difference between this school and some of our own larger Collegiate Institutes, except such differences as arise from the different programme of studies. It is interesting to compare the first year course in this school with the first year course in the Ontario High Schools.

First year High School course in New York:

(1) English (Literature and Composition) .....	5	periods	a week.
(2) Latin, <i>or</i> French, <i>or</i> German .....	5	"	"
(3) Mathematics (Algebra) .....	5	"	"
(4) Science (Botany, Zoology, and Physiology)....	5	"	"

(5) Drawing (Design) .....	2	periods a week.
(6) Music .....	1	" "
(7) Physical Training .....	2	" "
(8) Elocution .....	1	" "

The usual lesson period appears to be forty-five minutes. The courses in Arithmetic and English Grammar are completed in the elementary grades, but these subjects may be reviewed in the third or fourth year, when the pupil's mind has become more matured. The table of studies shows twenty-six lessons a week, but of these, six require little or no preparation, so that the pupil has only twenty lessons a week to prepare, or four for each day. In our schools we expect pupils to prepare at least double that number.

The course in Elementary Biology is very like our own, both in matter and method of treatment. It is entirely practical, the pupils are required to record their experiments and observations in note-books, which are collected and examined by the teacher. The aim is "to present the subject in its relation to human welfare, to open the eyes of the pupils to some of the marvellous adaptations of structure to function everywhere seen in plants, animals, and man, and to teach them how they as individuals may help to conserve and increase the sum total of human wealth and happiness."

The study of Art is carried on in well-lighted, well-equipped Art rooms fully supplied with models of every kind. The course extends over three or four years; the special subject in the first year is Design; in the second, Representative Drawing; in the third, Mechanical Drawing, or a further study of Design or Representation. No attempt is made to cover every branch of the subject in one year. Careful work from the model is especially emphasized, and copying is forbidden.

Physical Culture receives special attention, separate gymnasias are provided for boys and girls, and classes are going on all through the day in both. This subject, as well as Art and Elocution, is under the supervision of thoroughly trained and skilled special teachers, who devote their whole time to the work.

### THE STUYVESANT HIGH SCHOOL

This school, the third school which we visited, is largely Technical in its courses, and makes provision for boys only. This school was visited by Dr. Seath a year or two ago, and we cannot do better than quote from his report:

"The building covers an acre of ground, and in the five stories and basement contains actual floor space of about five acres, providing for about 1,200 day pupils. The attendance at the evening classes is nearly as great. The accommodations and equipment are so excellent as to deserve description: Forty-eight class-rooms, three physical laboratories, three chemical laboratories, three lecture rooms, nine draughting rooms, eight carpenter rooms, three wood-turning and pattern-making shops, one metalwork shop, one foundry, two blacksmith shops, one machine shop, one special laboratory for electricity, one construction and milling room, one blue-printing room, one photographic dark room, a library, an auditorium with seating capacity for 1,500, a lunch room, a gymnasium nearly a hundred feet square, with elevated running track and visitors' gallery, a locker room with over 2,000 lockers for individual students, and a lavatory with ten shower baths. All the shops and rooms have excellent equipment. The site cost \$365,000, the building \$1,000,000, and the equipment \$200,000, a total of \$1,565,000.

"The salaries cost \$150,000 a year, the material \$15,000, and the other items of maintenance \$20,000. The total attendance in the Manual Training Department is 1,900, and each pupil cost \$100 a year.

"Two courses are provided; the work done is of a higher character than in most of the other Industrial or Technical Schools:

"1. *The General Course*, for those boys who wish to prepare directly for schools of medicine, law, dentistry, or pharmacy; for schools of electrical, mechanical, or civil

engineering; or for the academic department of any college. Here are included the usual academic subjects, with freehand and mechanical drawing in the first and second years, and mechanical drawing in the third and fourth years; joinery in the first year; wood-turning, pattern-making, moulding, and sheet metal work in the second year; forging in the third year; and machine shop construction in the fourth year, for which, however, a student preparing for a technical college course may substitute an academic subject.

"2. *The Industrial Course*, for those boys who intend to go directly from the High School to positions in machine shops, in-building construction, electric light and power plants, chemical departments of manufacturing establishments, in commercial industries requiring technical knowledge and skill, or in the different departments of City Government.

"In this course the number and the extent of the academic subjects are somewhat less than in the first course. In the following statement, the number in brackets is the number of class periods each week; as will be noticed, no choice of study is allowed in the first three years, but a wide range is allowed in the last year:

"*First Year*: English (5), algebra (5), freehand drawing (2), mechanical drawing (4), joinery and cabinet making (10), music (1), physical training (2).

"*Second Year*: English (3), plane geometry (4), chemistry (5), freehand drawing (2), mechanical drawing (4), wood-turning, pattern-making and joinery (10), physical training (2).

"*Third Year*: English (3), plane geometry and trigonometry (3), physics (5), modern history (3), mechanical and architectural drawing (1), forging and machine shop practice (10), physical training.

"*Fourth Year*: English (3), shop mathematics (3), American history and civics (4), advanced chemistry or economics or industrial and Commercial Law or applied mechanics, steam and electricity (4), mechanical and architectural drawing (4), special shop work in Laboratory Practice in one of the following electives:

"1. Building Construction; carpentry; sanitation, including heating and installation; electric wiring and installation.

"2. Advanced forging and tool-making.

"3. Advanced pattern-making and foundry practice.

"4. Advanced machine-shop practice.

"5. Industrial chemistry."

Besides the courses of study and the methods of dealing with the various subjects there are points in the New York system which are of interest to educationists in other places.

(1) Men and women are on an equality as regards salaries, and in the High Schools the salary does not depend upon the grade of class taught. The highest salaried teacher may be assigned to work in junior forms, if it is considered that he can do his best work there. It is solely a question of placing a teacher where his power can be used to best advantage. This is contrary to the custom in our schools, where the teachers of the highest grades usually receive the highest salaries.

(2) The demand of the general public for a more utilitarian course in the schools is being recognized. The policy is being adopted of preserving, as far as possible, the public and high schools for cultural purposes, and of establishing separate institutions for providing purely industrial training. The city has already established: (1) Evening Trade Schools; (2) Commercial High Schools; (3) Special Commercial Classes in regular High Schools; (4) Technical Schools for boys and for girls, and (5) Day Trade Schools, where pupils are received directly from the elementary schools. The authorities are also establishing separate vocational schools, both day and evening, and providing in them preliminary training in all the ordinary trades in which young people may find a reasonable chance of employment. The fact that on the staff of each school are teachers whose sole work is the physical training of the pupils, as well as the further fact that it is in one sense an examination subject, gives to Physical Culture an importance entirely lacking in the schools of our Province. Qualification for a High School graduation Diploma requires that at least one hour and a half per week shall have been given to Physical Training during the whole four years of the course. The work is



carried on under the most favourable conditions, in well-ventilated, well-lighted, and well-equipped gymnasias; and if judgment were based on the appearance and bearing of the pupils, it is one of the subjects they most enjoy.

A reference has already been made to the curriculum of the High Schools in New York. The pupils are not required to carry anything like the amount of work we demand of ours. In the first year there is no Arithmetic, Grammar, History, Geography or commercial subjects, and only one foreign language is demanded. History and Physical Geography are begun in the second year, Book-keeping is taken in the third year, Chemistry in the second, Physics in the third, etc., while English and Mathematics are carried throughout the four years. The general principle seems to be to stress a subject by giving it a place on every day's programme, cover the course as laid down in the syllabus and then drop it. The Board of Regents hold an examination at the end of each year, and there are no examinations on all the subjects of a course, such as we have in the Ontario schools.

In the department of English, more time is given to Literature and Composition, and less time to formal Grammar than in our schools. In the study of Literature, memorizing and elocution have an important place. It is expected that the memorizing should be accomplished, not by thoughtless repetition, but by analysing the meaning, and conveying the force and beauty of the passage by expressive recitation. Oral expression receives special attention. Regular systematic drill is given, at least once a week, on the correct enunciation of the sounds of the letters, separately and in typical words. Pupils are trained to express themselves fully and clearly without the aid of question or suggestion. The results of this training were clearly manifested in every class visited. Answers came promptly and distinctly, even though not always correct, and in very few instances was it necessary to ask that an answer be repeated owing to its not having been heard.

It is interesting to compare the schools of Boston and New York with our own, in methods of instruction, accommodation, equipment, etc., though only in the case of our large city schools is any comparison possible. In our treatment of Art, Elementary Science and Physical Culture, it is satisfactory to learn that we are working along lines which have been approved by the experience of educators in these larger cities. The Chemical and Physical Laboratories in Toronto and Ottawa are equal to any we saw in our travels, but in our provision for teaching Art we are far behind. The authorities in Boston and New York evidently realize and appreciate the educative value of pictures and works of Art. Their halls and class-rooms are tastefully decorated with photos, carbon prints, etchings, paintings, and statuary. As the pupils change rooms for the different subjects each class-room becomes associated with one subject and one teacher, and the decorations of the room become a part of the subject, and naturally are influenced by the personality of the teacher. This gives rise to a style of decoration, unique in itself and educative along the line of the subject taught in the room.

An examination of the condition and trend of educational activities in the metropolitan cities with which this report deals opens a wide field for thought and consideration, and at the same time gives encouragement to those upon whom rests the responsibility for the direction of the course of education here. We learn the aims and methods of educators in other centres, ascertain the results of their experiments along the line of educational progress, and find that in the final analysis we are all agreed as to the end of true education, namely, that it should be of such a character as would make every pupil pass through a process of self development so stimulated and fostered that the highest good, both to the individual and to Society would result.

## REPORT OF J. A. HOUSTON, M.A.,

INSPECTOR OF HIGH SCHOOLS

ON

## THE BATAVIA PLAN OF CLASS-INDIVIDUAL INSTRUCTION

My attention was first drawn to the schools of Batavia, New York, some ten or twelve years ago, when two pupils from that city presented themselves for enrolment in my school. I soon discovered in them a power for work and an independence of thought that was somewhat unusual. On making inquiries I learned something of what is known as the Batavian System, and ever since that time I have had a desire to investigate the system, and see it in actual operation.

An opportunity to gratify this desire was afforded me in October, 1912. I received a very cordial welcome from the City Superintendent, Mr. John Kennedy, and the Principal of the High School, Mr. E. A. Ladd, and his staff of teachers, and was given every opportunity of seeing how their work was carried on. I visited the primary classes in the elementary schools, the higher classes in the grammar grade (corresponding to our junior and senior fourth), and the classes in the High School, observed the work of the teachers both with the class and with the individual pupil, examined the records of the pupils, and questioned many of the teachers as to their methods of dealing with the difficulties which must necessarily present themselves in a High School of over four hundred pupils. I wish to place on record here my appreciation of the many courtesies received from the Superintendent, teachers, and pupils during my investigations.

The plan now adopted in the schools of Batavia had its genesis in an overcrowded room of some sixty pupils, for whom there was no room elsewhere. To relieve the congestion, a somewhat novel scheme was proposed, namely, to put in the room another teacher whose time should be given to those pupils who were found to be lagging behind their fellows. Her especial duty was to deal with the backward pupil, and give him an opportunity to make something of himself. The teacher selected to carry out this experiment was one gifted with a rare personality and superior teaching power, and to say that the experiment proved a success would be to put it very mildly. The dull pupil disappeared; the atmosphere of the room changed; the spirit of work prevailed; there were no longer bright pupils with nothing to do and slow pupils who could do nothing. The plan was extended to other overcrowded rooms with equal success.

Then came the question, was this change for the better to be attributed to the presence of two teachers in a room, or to the combination of individual and class instruction? A further experiment was tried in one-teacher rooms with normal sized classes. This was to devote to class instruction one half the time apportioned to any subject, and give the other half to individual work with pupils who required it. This experiment proved such a decided success that the plan has been carried on for some twelve years or more, and no teacher in Batavia to-day would desire for one moment to revert to the old order of things.

I can best give the fundamental idea underlying the Batavia plan by quoting from a report made by Superintendent Kennedy. He says:—"All normal children

are susceptible of education if they are dealt with in accordance with their natures. Our plan of supplementary individual teaching enables us to reach the individual needs of children, and to put them in the way of maintaining themselves in a graded system. The graded system is, in my opinion, a powerful, even a necessary instrumentality in the education of the vast majority of children. It is the visible ladder by which the children climb to success. The motives of children must be immediate and concrete, and when this concrete progress is inspired by interest and the sense of achievement, success is assured. It is because children are neither alike nor equal that they have to be attended to individually. Their individuality is their most precious possession, and that individuality, individual attention tends to conserve. It is not their inferiority but their individuality which makes them non-responsive and obstructive."

The scheme of class-individual instruction in Batavia is carried out in two different ways.

(1) In certain overcrowded rooms two teachers are employed, one in class instruction, the other in individual work. This method is used in only a few of the lower grades of the elementary schools. I saw this plan in operation, and there was not the slightest sign of confusion. Every one seemed happy and contented, and I was assured by the teachers that the progress of the pupils was all that could be desired.

(2) In all the classes of the elementary schools, which are not overcrowded, and in all the classes of the High School, the teacher devotes to class work one half the time assigned to any subject, and the other half to individual work. As Superintendent Kennedy points out: "This phase of the plan permits its extension and use under all conditions. It has furnished the solution for the problem of individualizing the High School."

In addition to this plan of dividing the class time, the courses of study and the time-table, in the High School, are so arranged that every pupil has about one third of his time in school to devote to quiet study and work by himself, either in the general study room, or in the class-room where individual work is going on.

The three elements which go to make up the Batavia plan then are:

(1) Class instruction in the lesson as a whole, combined with the recitation and tests necessary to ascertain whether the pupil is doing his work, is gaining the desired knowledge, and is mastering the subjects assigned for study.

(2) Individual attention, given when required, to gain the confidence and learn the disposition of the pupil; to discover his difficulties; to give him judicious help by encouragement, questions, or suggestions; to put him in the way of helping himself.

(3) Regular periods for study, to give the pupil a chance to find himself, to gain self-reliance, independence, self-initiative, and to experience the joy of achievement.

Any plan or system of education may be judged in two ways: (1) by considering its theoretic merits and its inherent excellencies as tested by its agreement with correct pedagogic principles, and (2) by ascertaining the results which have followed its use for a reasonable length of time amongst those for whom it was intended.

Examined from the first of these view-points, the Batavia plan will stand the test.

(1) It combines the advantages of the graded or organized school, with those of the unorganized school of former days.



(2) It provides for the class instruction which is necessary to economize time and conserve the energy of the teacher in presenting his subject.

(3) It offers the stimulus and emulation of numbers working together for a common purpose, than which there is no more powerful influence in an average class.

(4) It recognizes the fact that there is no uniformity in the nature of children, and that individual needs can be satisfied only by individual attention.

(5) It enables the teacher to study the personality of each pupil and to accommodate his instruction to each one's peculiar requirements.

When considered from the second of the view-points already mentioned, the results shown in the Batavia Schools, where the system has been in force for some twelve or fourteen years, are most satisfactory.

(1) It has the effect of retaining the pupils in the school. Out of a total school attendance 1,800, I found over 400 in the High School, boys and girls being about equal in numbers. In the graduating class of June, 1911, there were 19 boys out of a total 32.

(2) It has practically eliminated failures in examinations. I examined the official reports from the Board of Regents at Albany on the results of their examinations in the Batavia High School, and found that the failures were less than one per cent.

(3) It has done away with the question of discipline, by removing the usual cause of the restlessness of a large proportion of the class, who are frequently left unoccupied, while the teacher explains to a few, perhaps to one pupil, a matter already thoroughly understood by the others.

(4) It has introduced a spirit of earnestness and interest which was manifest in every form in the school; every one seemed to feel that his ultimate success was a reasonable certainty.

(5) It has produced a class of independent and self-reliant pupils who appear to have confidence in themselves and their powers, who have the spirit of work and the power to work.

(6) It has done away with the slow unresponsive pupil who keeps the class back, by giving the assistance necessary to enable him to solve the personal equations whose unknowns were his latent energy and his confidence in himself.

In my report to the Minister on the condition of the High Schools under my supervision, I referred briefly to the wisdom of introducing into our system of teaching more study periods for the pupil and more attention to his individual needs. The adoption of some scheme along the line indicated in the preceding pages, with such modifications as would make it suit the different conditions in our schools, would, I am convinced, be of very great advantage. The serious defect of our present system is its want of elasticity; it is too machine-like in its operation; it makes provision for the masses, it fails to make provision, except incidentally, for individual needs. The remedy appears to be what the Batavia plan provides, "organized individual instruction as the supplement and corrective of class instruction."

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## REPORT OF JOHN WAUGH, B.A., D.PÆD.,

## INSPECTOR CONTINUATION SCHOOLS

## INTRODUCTION

During the month of October, in company with the Chief Inspector of Public Schools, I had an opportunity of visiting some of the schools in the United States where, through the unfailing courtesy of those in charge, we were given every assistance in our work of investigating educational conditions, aims, and methods and of comparing these with those of the schools of Ontario.

The time at our disposal did not permit a close examination of any one school or locality, but it enabled us to form certain general conclusions within the scope of our inquiry. In the course of the tour we visited the following cities: Buffalo, Washington, Baltimore, Philadelphia, Albany, New York, and Boston. The recorded conclusions are based partly upon observation, partly upon information gleaned from the school authorities, and partly upon statistical reports of various educational bureaus.

We found everywhere the spirit of unrest and reform which, all over the world, is marking the opening of the twentieth century. Everywhere, there were the same questions and problems, presenting themselves for solution, as we have had to deal with in our own Province; and it is the object of the present paper to show how these problems have been dealt with in the United States, in such a way as to make a comparison with the solution of similar problems in our own country easy and instructive. The illustrations will be drawn chiefly from the State of New York, which has a well-organized state system of education.

## ADMINISTRATION

In the State of New York, which in many ways furnishes a parallel to educational conditions in Ontario, the control of the State system of Education is vested in a Board of Regents, consisting of twelve persons, appointed by the State Legislature. As only one of these retires each year, it will be seen that each member may have a tenure of office of twelve years. Education is thus placed under the control of a permanent board, comparatively independent of the popular will, and selected from the ranks of the best men of all classes in the state. It says much for the moderation and sagacity of the Board of Regents that they have exercised their functions for over a hundred years, ever since the Education Act of 1787, without any serious attack being made on their prerogatives and privileges. The Board of Regents appoints a Chief Commissioner, who in turn appoints three assistant commissioners and his office staff. These commissioners constitute the administrative staff of the Board of Regents.

## AUTONOMY OF THE CITIES

It is a singular anomaly that the cities have by charter the autonomous control of their own educational affairs, although they as well as the villages and country districts participate in the legislative grants.

This right of the cities to independent control of their schools is now passing under review on the principle that "Where the funds of the State go, the authority and oversight of the State must follow," and it is not improbable that the cities will be willing to accept such modifications in the terms of their charters as will tend to abolish some of the special rights they now enjoy, and to bring them into nearer touch with the State system of Education. Indeed the City of Albany and the City of Buffalo have already brought their courses of studies into line with those of the State.

### INSPECTION

It will be observed that the principle expressed in the preceding paragraph, "Where the funds of the State go, the authority and oversight of the State must follow," imposes the adequate inspection of schools not merely as a right, but as an obligation upon the State. It is, however, only within the last two years that any such adequate inspection of country schools has been provided for. In 1910 the Legislature passed a bill authorizing *the appointment of District Superintendents* to replace the School Commissioners as Supervisors of Education in rural districts. To realize the significance of this change it is necessary to understand (1) that the School Commissioners were usually nominated by party conventions, naturally not so much upon grounds of special fitness for the office as upon considerations of party service; and they were elected by popular vote. In other words the appointments were political not educational. (2) No professional or academic qualifications were required of the candidates.

The District Superintendents, on the other hand, (1) are elected by a Board of Directors, two from each township in the supervisory district whose whole duty, it would seem, begins and ends with the election of such Superintendent. (2) The candidate for the position of district superintendent must hold a certificate authorizing him to teach in the schools of the State without further examination, and must also pass an examination on the supervision of agricultural courses. The new district superintendents came into office on the first day of January, 1912. Whether the election of the district superintendents by the boards of directors will remove such appointments outside the sphere of party politics is, perhaps, open to question; it will, in any case, get rid of the more objectionable features of appointment by popular election.

Still further to increase the efficiency of inspection the supervisory districts were limited to an area, measured by the number of schools included to 51, by the number of pupils in attendance at such schools to about 1,800. It was held that for the purposes of thorough supervision the area covered by a district superintendent should not exceed the distance—going and returning—which he could conveniently make in one day.

On the ground that education is not a *local* but a *state* affair the salaries and travelling expenses are paid by the State, and the salary may be supplemented by local contributions.

In its assertion of supreme authority in educational matters, the State holds that an educational officer, no matter by whom or under whose authority he is appointed, is still directly responsible to the Education Department; that he is, in other words, a state official and not a local official. This contention was upheld in the courts in the case of a School Commissioner, who, though elected in the general elections of 1908, was removed from office, for cause shown, on December 30th, 1909, by *the State Commissioner of Education*.



## CERTIFICATION OF TEACHERS

A teacher is, upon the same principle, not merely a local official, but a State official. His certificate is issued by the State and he may be retired by the State. In one remarkable case which involved years of litigation it was held that a life State certificate was valid for *any part of the state*. A teacher, holding a life State certificate was engaged in the City of New York, which had adopted the continuous service rule, a temporary certificate having been issued to him by the City Superintendent to enable him to qualify for the City of New York. When the temporary certificate expired the engagement was cancelled on the ground that the teacher no longer held a certificate valid for the City of New York. The teacher then brought action for reinstatement. The following judgment was recorded:

"The plaintiff's employment was subject to no other limit of time than the power of removal for cause, vested in the defendant and its officers and the power of the State Superintendent to revoke his State license. The plaintiff was discharged without right or cause and is entitled to recover."

## THE RETIREMENT OF TEACHERS

But the State has also the right to retire teachers; and, in order that retirement, whether enforced or voluntary, may work as little hardship as possible, it maintains a superannuation fund.

Only in June, 1911, the Legislature after years of discussion and vacillation passed a bill for the retirement of teachers by which the State binds itself to maintain a superannuation fund for the benefit of teachers who have become physically or mentally incapacitated. The reasons which induced the passage of the bill are given briefly below:

(1) The example of banking institutions, railway companies, and other large corporations which have instituted superannuation funds partly from humanitarian motives; partly from the desire to retain efficient servants in their own employ.

(2) The desire to provide for a class of public servants who draw no more than a living wage.

(3) The consideration that in the absence of any superannuation provision there was a reluctance on the part of Boards of Education and Supervising officers to retire teachers who had passed the age of usefulness.

(4) The expectation that such a provision would tend to keep teachers in the profession by the assurance of an adequate provision for their old age.

(5) The fact that previous to the passing of the Act twelve of the principal cities and four of the counties of the State had already made provision for the retirement of teachers upon annuity.

(6) The fact that the State has long since made provision for the retirement upon annuity of educational servants appointed by itself.

The retirement fund is made up of money obtained from the following sources:

(1) Contributions from teachers of one per cent. of their annual salaries.

(2) Income on investments of the fund.

(3) Donations, legacies, gifts, bequests.

(4) Appropriations made by the State Legislature.

A teacher retired after twenty-five years of service is entitled to retirement upon half-pay, provided that no annuity shall exceed \$600 per annum.

## GRANTS TO SCHOOLS

The State of New York expends annually in support of her public schools \$50,665,500; and of this amount the people raise by *local* tax \$44,421,200. As a practical way of asserting the principle that education is *a concern of the State, not merely a local concern*, it contributes large sums in the form of legislative grants to the maintenance of the schools. These sums are apportioned among the district schools in such a way as to equalize the burden and lessen the load upon the poorer school districts, thus a school district, or, as we should say, a school section, with an assessed valuation of \$20,000, or less, receives \$200 from the legislative grant, one with \$40,000 or less, but exceeding \$20,000, receives \$175; one with \$60,000 or less, but exceeding \$40,000, receives \$150; and one with a valuation greater than \$60,000 receives \$125. This method of distributing State aid was evolved in 1907, after repeated adjustments and readjustments, based upon population and school statistics, between the amounts contributed to the urban and the rural districts, in which the latter on account of their depopulation always got the worst of it. The present arrangement is distinctly favourable to the country and unfavourable to the cities; for it was feared that unless steps were taken to encourage education in the rural districts their depopulation would go on at an increasing rate, and the agricultural interests of the State would seriously suffer.

As an evidence of this depletion of the rural population in the State of New York it may be mentioned that there is an average of seven schools in each supervisory district, or 1394 schools in all, with an enrolment of less than ten pupils. The remedy of applying the consolidated school plan does not seem to have been seriously considered. Indeed the committee on education representing the State Grange made a report to the annual meeting of that body held at Watertown in February, 1910, in which occurs the following resolution: "3. To leave intact the district as the school-teaching unit, by fostering the highest possible type of education as near as possible to the home of every child in the State."

It will readily occur to the reader that our own method of equalizing the tax burden for education in the different school sections is mainly through the medium of the township grants to schools. These grants distribute the taxes for school maintenance fairly evenly over the whole township. The substitution of county grants for township grants would have the like effect of distributing these taxes evenly over the whole county; and the whole county would bear the expense of education in each part of it as it does the cost of its judiciary expenses at present.

The outstanding objection to the enlargement of County Grants for schools to secure the desired equalization is, of course, that the towns would have to contribute to such grants without sharing in the benefits; and the present condition in Ontario is such that the rural districts find the maintenance of the schools less burdensome than do the towns.

It will be seen that in one notable respect the Ontario Legislative Grants differ in purpose from similar grants in the State of New York. There they are given to equalize the load of taxation for educational purposes; here they are given to secure the carrying out of the regulations of the Education Department with as little friction as possible and to encourage trustees to make the schools efficient by providing more liberal salaries to teachers and better equipment for the schools.

Perhaps no better illustration of the right asserted by the State to encourage, support, and control education can be given than the repeated decision of the courts "that where a locality may fail or refuse to set in operation the established

machinery for the maintenance of schools, the State may not only step in, and open and maintain such schools even at the expense of the locality, but that it becomes the duty of the State to take such action."

#### THE VARIOUS CLASSES OF SCHOOLS IN THEIR RELATION TO ONE ANOTHER

##### *Foundation of Secondary Schools in Rural Communities*

It is said that a secondary education is within walking distance, or at any rate within easy driving distance of every child in the State of New York. The foundation of High Schools in the rural parts of the State of New York dates from 1853. By the enactment of the Union Free School Act of 1853 it became permissible to unite several school districts for the maintenance of a single school where better teachers might be employed and broader courses of study pursued. These High Schools were organized "because the overwhelming public sentiment of the community was in favour of providing more liberal educational facilities for *all* the children." This sentiment was based upon the belief that it would be more economical to provide advanced instruction at home and upon the conviction that it was desirable to keep the children at home at the age when they begin to attend High School. It may be observed in passing that the organization of the country High Schools was due to the same causes and was effected in much the same way as the organization of Continuation Schools here, to which they approach very nearly in function.

##### *Leakage Between Primary and Secondary Schools*

It might be supposed that with a secondary education within easy reach of all, the vast majority of children who had completed the course of the elementary school would avail themselves of the opportunity thus presented. That this expectation has not been realized appears to be fully borne out by the following statement made by Dr. Finigan, Third Assistant Commissioner, in an address delivered November 18th, 1911, to the District Superintendents:

"You are the official guardians of the educational interests of about 450,000 children. Of these only 15,000 ever enter the Secondary Schools. What is to be done about the 435,000, about one half of whom have not satisfactorily completed the elementary course?"

There are then enrolled in each year in the elementary schools 217,000 children who will complete their course. Now as the elementary course extends through eight years this must mean that 27,000 children complete this course annually. Of these 15,000, or 55 per cent., are annually enrolled at the High Schools. There are then 12,000 children, or 45 per cent., of those who graduate from the Public Schools who never enter a High School. The same view of this condition is brought out in the Annual Report of the Board of Education for the City of Albany. In 1911, five hundred and forty-eight children received certificates from the grammar (public) schools entitling them to enter the High School; of these three hundred and sixty-five pupils, or 67 per cent., actually entered. The difference of 12 per cent. in favour of the City of Albany, the venerable and aristocratic capital of the State of New York, is readily accounted for.

Many expedients have been devised to lessen the leakage of pupils in transit from the public to the High Schools. Three of these are given below:



(1) By the proposed syllabus of 1910 now in operation in the State of New York the public school course has been shortened by the elimination of dispensable material so as to admit of the introduction of certain High School subjects in the (Intermediate) seventh and eighth grades or last two years of the public school course. The subjects so introduced are Latin, French, German, and Algebra. By thus beginning the High School course in the Public School it is hoped that a taste for such studies will be inculcated and that the pupils will be eager to pursue them farther.

(2) The seventh and eighth grades mentioned above have been elevated to the rank of a school intermediate between the Public and High School. In these intermediate grades options are allowed leading toward the college, commercial life, agriculture, or the trades and manufactures, as the pupil or his parents may desire. It is justly argued that a boy who finds he has already completed a part of preparation for college in the public school will be likely to proceed to its completion in the High School. It is equally true that the boy who feels that he is being prepared for his chosen activity in life will find much to interest him in his studies and will be content to extend his period of attendance at a school which aims at fitting him for his career.

(3) It is also proposed to abolish the examination tests for admission to a High School by carefully considered exemptions based upon class records. Indeed this is already the practice in the City of Albany, where the test examination is demanded only of such pupils as fail to secure the requisite class standing and the recommendation of their teachers. Of the 555 pupils admitted to the Albany High School in 1910-11, 517 were admitted on such recommendation, 9 on passing the Entrance examination, and 29 on probation.

But if the leakage between the Public and High Schools is great that which goes on between the successive High School grades is equally to be deplored.

It is roughly estimated by Dr. Finigan that of the 15,400 pupils who enter the High Schools in the Supervisory districts only 8,000 remain for the second year, 5,000 for the third, and 3,400 for the fourth, of which last class only 2,500 (or 15 per cent. of those who entered) are graduated. How to prevent this leakage is a serious problem. It is said that only those who desire to enter college or to adopt teaching as a profession are properly provided for in these schools. That in the past they have offered little inducement to other classes of students. The obvious remedy which has already in part been applied is to modify the courses of these schools so that they shall fit the needs of those who are to be farmers, business-men, and craftsmen as well as of those who desire to enter the professions. Information will be found in another paper of this series showing how the State of Illinois has solved the problem on the side of Agricultural Education.

#### THE PARTICULAR AIMS OF THE SCHOOL

Leaving out of view for the present the consideration of the general aim of education—if, indeed, that can be settled—it may be worth while to inquire what are the particular aims of the school. These, happily, are not matters of academic discussion. They are plainly, even aggressively, open to view. These aims in the State of New York seem to be:

1. To attract the child to the school and to keep him in it as long as is desirable, taking into account the part he is to play as a citizen.

2. To arrange school courses with the main end in view of affording such an education to the pupil as will ensure his practical efficiency and business suc-

cess, so that he may become a useful factor in building up the wealth of the State and developing its resources; in other words, to fit the school to the needs of the child and the child to the needs of the State.

To quote again from the report of School Commissioner Finigan: "Her (the State of New York's) prosperous cities, her vast mountain regions, her rich farming sections, her rivers and lakes and other natural resources, afford a diversity of manufacturing and commercial activities *which require a high standard of intelligence* among her citizens engaged in the usual and ordinary pursuits of life. She now has boys and girls exceeding in number one and one half millions, *who are being trained to enter the various vocations in life. It is the function of the elementary schools to perform this work.*

3. To shorten the learner's period of tutelage so that in his earliest and most vigorous manhood he may already be prepared for his profession or vocation and come at once into contact with that portion of Nature or Society which it is to be his life's task to control or subdue.

It is impossible, in the discussion, to keep these aims completely distinct as they are so correlated that what satisfies one will to some extent satisfy all. The first of these aims they seek to accomplish by rendering the school and its exercises as attractive as possible—more attractive than the street.

#### *Equipment and Accommodation*

The school buildings in all the places visited are among the largest and most beautiful buildings in the city. They are fitted with every accommodation, convenience, and even luxury that ingenuity can suggest. This is especially true of the splendid High School edifice in the City of Philadelphia and of the beautiful Western High School in the City of Washington. In the City of Buffalo the schools are provided with shower baths, and in three of them there are large swimming pools. Well-equipped gymnasia and assembly halls provide opportunity for gymnastic and calisthenic exercises under competent instructors. The extension and equipment of playgrounds for suitable sports in which even the weaker and more helpless children are encouraged to share is being carried forward. Some of the schools have open-air study-rooms. Several have open-air class-rooms for anæmic children. Desks and seats of special construction are provided for the crippled and deformed. A well-filled medicine chest is on hand for emergencies. Luncheons are served in many schools at or below cost. In the City of Buffalo, in connection with School 23, meals are served to children. Nos. 2, 3, and 44 of the same city serve school luncheons at two cents each, under the direction of two of the teachers of Domestic Science. The menu consists of "hot soup, thick and nutritious, from peas, beans, or lentils, a roll and some well-cooked fruit or pudding." Some of the open-air schools not only provide these luncheons, but sleeping cots for the little ones as well. It is seen that there is a continual alternation of work, study, and play. The schools are, in short, taking upon themselves more and more the character of comfortable homes for the children.

#### *School Exercises*

To pass now to the exercises of the school. The course of instruction is so arranged as to interpose periods of exercise between periods of study. These exercises are of very varied character. They allow the freest scope to the activity and individuality of the child: They evoke his creative instincts and his joy in art: They cultivate his imagination and his powers of observation.

*Physical Exercises*

The exercises in the gymnasium and assembly hall consist in part of the usual training in drill and calisthenics. These exercises aim at producing quickness of response, at calling into harmonious action all the muscles of the body, and at cultivating the habits of ready obedience. But there are other exercises in the American schools which aim at self expression, poise, grace, and fluency of motion. The classes in folk-dancing are especially good illustrations of this form of exercise. These lack the precision and rapidity of response which would be evoked by crackling military commands; but they gain infinitely more in escaping the jerky automaton-like movements which usually follow such commands. Here might, perhaps, be mentioned the exercises in swimming and diving in the swimming pools. These pools are kept at a temperature of about 70 degrees, and are drained and cleansed three times a week. Here the boys, at the time of our visit to the Delaware Avenue Public School in Buffalo, were disporting themselves with all the joy and abandon of young porpoises at play.

*Class-room Exercises*

Among the class-room exercises those in Art and Handwork take chief place. The course in these is carefully correlated and well organized. To illustrate: The first step in flower drawing is for the purpose of teaching the child to recognize the flowers and their colours, the second step is the conventionalization or adaptation of the nature motive, the third is the utilization or application of the design. Here we see the correlations between Nature Study, Art, and Constructive work fully made out: and here, as everywhere, the American school leaves no department of its work unprojected into the field of industry. It would, indeed, be but a small exaggeration to say that the aim of the American school is to touch the world's work at all points. As the seasons of gift-giving and mutual compliment arrive, the children are expected to make suitable gifts for their friends. These gifts are the product of the art room and the manual training departments. As Spring approaches, the boys are busy in the manufacture of articles such as flower trellises, bird boxes, window boxes, etc. The New York Syllabus shows the general spirit in which these exercises are conducted. "All construction work should be of *immediate practical value*: work which will last at least a week without being propped up. There is a tendency toward making flimsy paper objects, which violate one of the first principles of constructive design—stability. As soon as possible the teacher should bring about the best production and appreciation of good design."

Another very good exercise of an observational character is the study of good pictures. There are in the Department of Education at Albany, in the "Division of Visual Instruction," 300,000 lantern slides, 28,000 photographs, and 1,800 wall pictures. These are loaned out to schools free, upon application, and altogether apart from their educational value they furnish a source of unending interest and delight to the children of the schools.

*Other Agencies*

There is no doubt that the great number of clubs, societies, and school organizations form an attractive feature of American school life. From the school newspaper, "About Twenty-Seven," edited by the teachers and contributed to by



the students, it appears that the following organizations exist in that school, a school orchestra, a glee club, a colour guard, a street patrol service, and a welfare league. Each of the classes in this school is to a certain extent self-governing under an elected president, vice-president, and librarian who, with twenty-five aides, control the school in the absence of the masters. It should also be remarked here that the school magazines which chronicle the successes and point upwards to the ideals and aspirations of the school, contribute to the zest and ardour of the life there. Both of the New York schools we visited publish these magazines, and both contain evidences of remarkable talent, that of School No. 27 in a page of very clever cartoons, that of School No. 62 in a poem of remarkable power and beauty, entitled "On Hester Street."

But after every expedient for rendering the school attractive and interesting has been exhausted, it must be confessed that the attendance averages at the American schools are somewhat disappointing. The report of the Superintendent of Education for Buffalo in 1911 gives the following statistical table:

## ANNUAL REGISTRATION

	Boys	Girls	Total
Teachers' Training School.....	.....	60	60
High School.....	2,229	2,166	4,395
Grammar Schools (Public Schools).....	26,741	26,080	52,821
Kindergartens.....	2,000	2,034	4,034
Truant Schools.....	193	....	193
	31,163	30,340	61,503

## AVERAGE DAILY ATTENDANCE

	Boys	Girls	Total
Teachers' Training School.....	.....	45	45
High Schools.....	1,843	1,860	3,703
Grammar Schools.....	20,446	19,810	40,256
Kindergartens.....	973	959	1,932
Truant Schools.....	47	....	47
	23,309	22,674	45,983

This table shows an average attendance for the City of Buffalo of twenty-five per cent. below the enrolment, and this notwithstanding its twelve truant officers and the "Truant School."

## TO FIT THE SCHOOL TO THE NEEDS OF THE CHILD

The second aim was said to be "to fit the school to the needs of the child," to see, in short, that an adequate provision was made for the education of "all the children of all the people."

I have already referred to the provisions made for the poor, the anæmic, and the crippled, but there are also schools for the blind, the deaf, the mentally defective, and the foreigner. In addition to the schools which provide for the needs of pupils of diminished opportunities, there are the vocational schools and the night schools where one may learn almost anything he wishes and, I had almost said,

nothing but what he wishes. Some of these schools, however, insist on so much of a general course as is found to be directly related to the special course chosen by the pupils. It is found, however, that, in many cases, pupils in attendance at these schools have discovered aptitudes, unsuspected before, for the subjects of the general course, which are now seen not in the light of abstract studies, but as a direct means to the economical and accurate accomplishment of practical ends.

When, in the Household Science classes, one has charged up against her so many ounces of tea, sugar, or spice, bookkeeping and arithmetic are quite different matters than the gains and losses of A, B, and C in business or out of it. When in the wood-working or metal-working departments, it is seen that one can do so much better work when the thing to be made is first drawn, Geometry, with the high sciences in her train, like Venus, descends to be the bride of Vulcan, and many rejoice at the nuptials. The learner, in short, finds that these studies are suited to his needs, and in some way or other he must make this discovery before they can be truly said to be suited to his needs at all.

As an evidence of the various activities in life for which certain of the schools just mentioned prepare, and at the same time to illustrate the general aim of these schools, the following is quoted from the report of the Superintendent of Schools for Buffalo (1910-11). "It has been the aim of the evening schools to provide for a need as soon as the need became known. For example, it was found that there existed a scarcity of telegraph operators in Buffalo. To supply the demand, classes in telegraphy were inaugurated. For the first time in this city, instruction is being given to foreigners in the principles of citizenship. In the Technical Evening School, new and improved courses are offered in mechanical drawing, surveying, plumbing, gas and steam engineering, forging, mechanics, shop-mathematics, etc."

Of the Vocational Schools, in some respects the most interesting one we visited was the "Girls' High School of Practical Arts" in Boston. This school aims at treating the subjects of the vocational schools, cooking, dressmaking, millinery, etc., as a means of culture. It is claimed that household chemistry has as high, perhaps a higher, cultural value than theoretical chemistry; that dressmaking shares the honours with sculpture and painting; and however extravagant such claims may be thought, a visit to this school will go far to justify their pretensions.

The girls of this school were allowed a maximum of \$4.50 to buy the material for their graduation gowns, and to judge by the beautifully limned and coloured representations of these gowns, much of the high cost of living will be abolished by these schools. Perhaps after all Socrates was right, when he said that beauty was only another name for the highest kind of utility.

In the attempt to suit the school to the needs of the child the ordinary course of the American school offers *many options*. This specialization begins after the child has completed his sixth year in the elementary school; as we should put it, has completed the work of Form III. To quote the "Education Department Bulletin" No. 471, of the State of New York: "In determining the work of the elementary schools a six-year course has been prepared. This course is general in character and adapted to all children until that period of their development when they manifest different interests, mental powers, and tastes, *which is usually at the age of 12*. This six-year course is followed by an *intermediate* course of two years, covering the usual seventh and eighth grades and rounding out the elementary course. In this two years' course the work begins to differentiate. Work is planned which leads to *the long established High School courses*, to com-

mercial courses, and to industrial courses. Certain work previously done in the High School course has been brought down in this two-year course:

- (a) To economize the pupils' time;
- (b) To reduce the pressure and strain under which High school students have laboured during their first years in High School; and
- (c) To interest pupils in work which will induce them to remain in school a greater number of years."

A brief review of the Public School Course of the State of New York will bring into clearer view the aim and purpose of the American schools.

#### THE PUBLIC SCHOOL COURSE (6 YEARS)

1. English, consisting of Reading, Language, Spelling, and Penmanship, is taken for the first five years, to which Grammar is added in the sixth year.

2. Arithmetic is taken for all six years. The course carries the child as far as simple operations in fractions and per cent. It lays emphasis on rapidity and accuracy, and upon the simple, direct, practical problems of everyday life.

3. Geography is begun in the third year and carried through to the end of the sixth. Besides elementary notions of the earth and its motions and the usual contour geography, it lays special emphasis on industrial geography.

4. American History is taken up in the form of stories (no text-books) and biographies told in such a way as to stimulate the child's interest and to induce him to make use of the school library as a means of extending his knowledge.

5. Drawing and Handwork are carried through all the years. The practical and industrial aim is kept steadfastly in view.

6. Courses in Physiology and Hygiene are given through all six years. Everything of a technical nature is excluded. The course aims directly at improving the health and vigour of the pupils through a reasonable understanding of organic processes and the protection of the body.

7. A course in Nature Study and Agriculture closely correlated with the course in English and extending through all grades of the elementary school—primary and intermediate: from 10 to 15 minutes each day is given to it, and it is illustrated by observation in the school gardens and in field and forest.

The teacher is greatly assisted in his work through the co-operation of the Cornell College of Agriculture. This College issues each month "The Rural School Leaflet," which treats "seasonally" of the topics of the school syllabus.

Throughout the Intermediate school, the course in English is continued. In Arithmetic, however, at the end of the seventh year any one of the following courses may be pursued: (1) To follow syllabus in Algebra for the eighth grade, (2) to give a part of the time to Arithmetic and a part to Algebra, (3) to give the entire time to Arithmetic. The work in Arithmetic is closely related to manual arts, household arts, and agriculture. Algebra is offered in the eighth year; American History is continued through seventh and eighth grades.

The course in Drawing and Elementary Handwork is continued through the seventh and eighth grades in which sewing and cooking for the girls and manual training for the boys now receive the chief share of attention.

Physiology is continued through the seventh and eighth years: So also Nature Study and Agriculture.

In the seventh and eighth years of the course in Nature Study and Agriculture the motto is "utilization." It may be interesting to quote from the syllabus one line of work:





## REMARKS UPON THE PRECEDING COURSES

The reader will experience some surprise at certain special features of these courses.

(a) One would have expected a Science Course, instead we find Biology occupying one year in all the courses, and Physics one year in three of the courses, while Chemistry is merely an elective in the fourth year of two of the courses.

(b) No course offers more than two languages in addition to English.

(c) A foreign language is required in three years of the Commercial Course, and is optional in the fourth year.

(d) In addition to these peculiarities *Arithmetic* is found only in the Commercial Course and *Ancient History* merely as an elective in Courses I, II, and III.

(e) The mathematical subjects are not carried on concurrently, as with us, but in sequence, thus Algebra is taken in the first year, Geometry in the second. *Solid Geometry* or *Intermediate Algebra* may be taken in the third year, and *Trigonometry* is an elective in the fourth.

Of a piece with this is the arrangement by which *Biology* is followed by Physical Geography, Physical Geography by Physics, and Physics by Chemistry. In Latin the Exercise Book is taken in the first year, Caesar in the second, Virgil in the third, and Cicero in the fourth. This way of arranging the subjects and the departments of subjects in sequence has the advantage of focusing the pupil's attention upon a limited area of his work, thus enhancing his interest and increasing his rate of progress. It is, however, open to the serious disadvantages (1) of not allowing sufficiently for the time element in education which alone insures permanent growth; (2) of bringing him face to face in the earlier years of the course with problems beyond his years; (3) of permitting knowledge to pass from his mind which should be the basis of further progress, e.g., the pupil who has taken Algebra in only the first year of his course will scarcely be prepared to deal successfully with the Intermediate Algebra of the third year, or the Trigonometry of the fourth year. The Ontario system would appear to have the distinct advantage of cultivating a robustness of intellect which enables the pupil to carry wider areas of knowledge forward at the same time. It has to be admitted, however, that the American brief course, and highly elective system, has the advantage of relieving over-pressure in the work of the school. Indeed, in the American system, it is possible for even a stupid child to complete his secondary course without undue strain. Strain is also avoided by the limited number of recitations taken per week. The number of weekly recitations amounts to not more than twenty periods. The periods are about forty-five minutes in length. An average of three hours per day at the outside is spent in class recitations, the balance of time is spent in Manual Training, Drawing, Vocal Music, Declamation, etc.

The method of taking subjects consecutively rather than abreast applies also to the promotion and examination system. A pupil who has "taken a subject off" is not required to present himself for examination again in the same subject; and the failure to pass in a subject does not preclude a pupil from going on to the next year's work. Indeed in the Albany High School, as a part of the regular school organization, special classes are provided for those who have still to take the subjects of a previous year.

## THE SPIRIT OF THE SCHOOL

In all the schools we visited there was in evidence the spirit of interest and enthusiasm in the work. This is due, in part no doubt, to that general go-ahead

spirit characteristic of the people in the cities; and in part to an ever present sense of growth and enlargement and to the pressure of things waiting to be done.

But it is due much more, as has already been suggested, to the fact that the children are not overtasked; that their work offers a pleasing variety and interchange of studies and exercises; that it leads directly and obviously to efficiency and success in life; that the school fits the needs of the child and allows free expression to his individuality; that it is so ordered and conducted as to minister to his physical well-being and joy in life.

A pleasing feature of the American schools is the unfailing courtesy which the children show to their elders and to each other. To be kind and "serviceable" is a part of the creed of the school. So far as a visitor could judge, rough or uncouth familiarities are a thing unknown. In schools where boys and girls are taught together their relations are marked by a gentle seriousness unmarred by small coqueries on the one side or by the desire to attract attention on the other. Coeducation in these schools then, and this applies even to the night schools, where the pupils are adults, would seem to be successful. In one school we visited, however, where the girls in attendance had been largely in the majority, it had been found desirable in the interests of general discipline to adopt the principle of segregation.

In no way is the spirit of the American school more strikingly displayed than in the emphasis which it lays upon "expression." It may be said that in Ontario the emphasis is upon "impression"; in the United States upon "expression." This is seen not only in the Art and Handwork departments, but also in the classes in reading, elocution, composition, and oratory, as well as in the class answering of pupils. Every means is employed, known to the schoolmaster's art, to render these exercises as effective as possible, and to make them a genuine medium for discovering and developing the individuality of the child. This is no doubt due in part to the democratic nature of American institutions and to the expectation that every pupil is afterwards to play a large part in public affairs.

It is somewhat disappointing, nevertheless, that, despite the care taken to secure adequate expression, very little attention is given to the correction of provincialisms in the use of words, in grammatical construction, and in pronunciation. The Boston "walkeen" for walking, the Washington "heaw" for how, the New York "foist" for first, and the Buffalo drawling final syllable were all left unproved and unnoticed. It may be said in defence that there is no genuine standard of English speech; that the language of Oxford, Cambridge, Edinburgh, and Belfast are four distinct dialects; that any attempt at the English long-drawn "aw" as in "last" must always be looked upon as an affectation on this side of the Atlantic; that our dialects of English do not sin more seriously against the canon than the Oxford man's elision of the final "r" before words beginning with a consonant, or his insertion of one to avoid the sequence of vowels; that in short no efforts that can be made by imported English teachers or aristocratic schools can ever induce us to surrender our "American" dialect of English. All this is unquestionably true; but is it not equally true that on both sides of the Great Lakes the schoolmasters might well agree sternly to exclude from the school those objectionable sounds which do so much to mar the beauty and the melody of the continental speech. As a facile means of expression, as an instrument of dialectic, as a medium for oratory, there is no language which with these defects removed can equal our own. The pronunciation of two of the world's great actors, Henry Irving and Martin Harvey may fairly be said to approach more nearly to the



standards of the best continental speech both in tone colour and in the treatment of consonants than to that form of speech which is usually regarded as typically English. It appears to the writer that no duty can be more urgent in its demands upon the schoolmaster's time and care than the enriching and purifying of our cis-Atlantic speech.

It would scarcely be fair to close this paper without a word upon the American schoolmaster who is, as with us, usually a woman. One of the largest and best conducted High Schools we visited was governed by a woman. The Boston Girls' School of Practical Arts has for its inspiring and controlling force a woman of power and vision. The last word has not yet been said upon woman's fitness for the teacher's vocation.

The keynote to the character of the best American teachers is perhaps best summed up in the word "cordiality" both in its everyday and its etymological meanings. They are not "sicklied o'er with the pale cast of thought," nor do they seem oppressed by any manner of Atlantean burden. They are thoroughly up-to-date men and women of a very real world. One looks in vain for Ichabod Crane, but he is nowhere to be seen, except in some dreamy vision as one is hurried swiftly along beneath the purpling Catskills. The Hoosier Schoolmaster and his successors have long since laid him peacefully to rest. Bright, inspiring, powerful men and women have usurped his place for ever, to all of whom one must now bid a reluctant goodbye.

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## REPORT OF G. K. MILLS, B.A.,

## INSPECTOR OF CONTINUATION SCHOOLS

Throughout the United States and Canada in these days of advanced pedagogy and rapid diffusion of information, schools and courses of study are very similar: methods usually vary only in details or with the bias of the teacher; teachers vary only in their individual abilities, their preparation for and interest in the work; and school buildings with the enlightenment of the people who control the purse strings.

It is not so much from improvements in present school methods nor in the administration of present school systems that we are to expect progress, but rather from the investigation of new ideas and the incorporation into our educational system of such as are found to be practical and within our means. In my short investigation of the schools and educational systems of the States of Wisconsin and Minnesota, I saw some features that I could not but regard as objectionable; with regard to others, while they may differ from ours, it seems a matter of opinion and tradition as to which is the better, but some features of the system of both of these States are worthy of our very careful consideration. It is only the last I wish to present.

## COUNTY CONVENTIONS OF SCHOOL BOARDS

One feature of the educational systems of both of these States which, while not entirely new to us, has been worked out practically and successfully is that of School Board Conventions, somewhat similar in method of operation to our Teachers' Institutes. Very similar to our method of having three trustees, the business of their rural schools is transacted by a school board of three men, a director, a secretary, and a treasurer. Seven years ago the State of Wisconsin passed legislation providing for County Conventions of School Boards. Since then this idea has been adopted by eight other states.

Under this legislation the members of the boards of rural schools under each county superintendent meet annually to discuss school matters, to receive instruction through addresses on school topics, and to get information on any matter relating to schools that may be of assistance to them in the performance of their duties.

The dates on which these conventions are to be held are arranged by the State Department of Education, as it is the duty of an official of that Department—called in Wisconsin the Rural School Inspector and in Minnesota the Rural School Commissioner—to attend these conventions and deliver addresses, to give explanations of the School Law, and to render any assistance that may be necessary.

Each member of a school board attending one of these conventions receives a per diem allowance of two dollars and travelling expenses, which is paid by the treasurer of the school district to which he belongs on presentation of his certificate of attendance. I attended a School Board Convention held in Madison, on September 20th. This convention was held on one of the days of the State Fair and notwithstanding the very wet weather of that week and

the counter attractions of Farmers' Day at the fair, there were one hundred and seven school board members present out of a possible three hundred and eighty-one. The Rural School Inspector informed me that the average attendance at these conventions was from two thirds to three quarters of the total number of members of school boards in the County or District.

Every inspector has seen the necessity for the adoption of a similar plan in Ontario. The trustees would welcome the opportunity to compare views and to get information and assistance, and it is only fair that they should receive compensation for time given to attending such a meeting since their services to the section are gratuitous.

#### GRANTS ON ACCOMMODATION AND EQUIPMENT

About five or six years ago an effort was made to improve the accommodation and equipment of the rural schools. Legislation was passed whereby a special grant of \$50.00 a year for three years might be given to those rural schools where the state requirements as to a ventilating stove, maps, library of supplementary readers, etc., were fulfilled, and a qualified teacher, approved by the county superintendent, was engaged.

#### SCHOOL LIBRARIES

There is a library in every school district (section) in Wisconsin. The treasurer of the district must set aside for this purpose 10c. per pupil per year, and this means 10c. for each child between the ages of four and twenty, whether entered on the school register or not. This amount is now retained out of the school grants by the county treasurer and is paid by him for books for each school district on the order of the county superintendent. A list of suitable books is provided by the Department of Education.

#### CONSOLIDATED SCHOOLS IN MINNESOTA

During the session of the Legislature held in 1911, an Act, termed the Holmberg Act, was passed, providing for state aid to consolidated schools. In June, 1911, there were nine places in the state to which children were conveyed, but now there are over sixty where this plan is either in operation or agreed upon by vote. These schools are divided into three grades, A, B, and C, grading being based on the area of the consolidated district, and number of teachers employed.

Grade C school districts consist of at least twelve sections of land, have two or more teachers, and receive an annual grant of \$750.

Grade B school districts consist of at least eighteen sections of land, have three or more teachers, and receive an annual grant of \$1,000.

Grade A school districts consist of more than eighteen sections of land, have four or more teachers, and receive an annual grant of \$1,500.

In addition to these annual grants the state pays twenty-five per cent. of the cost of a consolidated school building, but no district receives more than fifteen hundred dollars for the construction of a building.

The purpose of these annual grants is to defray the cost of transportation. Pupils more than two miles from the school must be transported or have their board provided, if this can be done more economically and conveniently.

The remarkable increase in the number of these consolidated school districts throughout the state during the past year would indicate that the principle would be very generally adopted with us if it were not for the cost of transportation and building.



## AGRICULTURAL AND INDUSTRIAL DEPARTMENTS

Both of these states have an Agricultural College as part of the state university system, somewhat similar to our arrangement in Ontario by which our Agricultural College at Guelph is affiliated with Toronto University. But apart from this a very strong effort is being made to bring education in agriculture and domestic economy closer to the homes of the farmers. Each state is working out a different plan and it will be interesting to observe as time goes on which will prove the more successful.

Wisconsin is working out the idea of County Schools of Agriculture and Domestic Economy. Already seven counties in the state have established these schools and several other counties are contemplating the establishment of similar schools in the near future. The county builds the school without aid from the state. The cost of these schools has varied between \$18,000 and \$250,000. Each school receives an annual grant from the state of \$6,000.00 when the attendance is below 112 students; \$7,000.00 if the attendance is between 112 and 137; and \$8,000.00 if over 137. The county bears the remaining expense.

Tuition is free to all students from the county. Students on entering must be sixteen years of age, or have completed the work of the eight grades in the district school. The first of these schools was built in Dunne County at Menomonie, between nine and ten years ago, and there are now about eighty-five students in the regular course. The school at La Crosse had 135 students in 1909, 151 in 1911, and 90 in 1912. At two others, so far as I could learn, the attendance was between 60 and 70, and at one other about 30. The schools at Milwaukee and Racine have opened this year. The attendance at these county schools would indicate that their value and importance are not yet appreciated by the farmers.

The idea in the Minnesota system is to use the High Schools already in existence and to reorganize them in such a way that they will serve the requirements of the people in agriculture, domestic economy, and manual training.

In 1911 the State Legislature passed what is known as the Putnam Act, which provides for the establishment and maintenance of departments of agriculture, manual training, and domestic economy in State High, Graded, and Consolidated Schools. Under this scheme the school districts surrounding a town or village having a State High, Graded, or Consolidated School may associate with this central school for the purpose of maintaining in it agricultural and industrial departments. Each school district associating with the central school for this purpose must contribute at least two mills on the dollar of its assessed valuation. Where departments in agriculture, manual training, and domestic economy are maintained in a manner satisfactory to the State Department, an annual State grant of \$2,500.00 and \$150.00 for each associated rural school is given.

Pupils from the central district or the associated districts are admitted to the agricultural and industrial departments free, but non-residents may be charged a fee of \$2.50 a month. This fee is chargeable against and must be paid by the district from which the student comes. Each associated school district receives a State grant of \$50.00 per year. The board of each rural school district associated with the central school elects one of its members to act with the board of the central school in all matters relating to the agricultural and industrial departments, and all the members of all the boards constitute a board of tax levy that meets annually as a board of review.

Under the Benson-Lee Act of the same year, provision was made for the aid of

schools that maintained courses satisfactory to the State in agriculture and in either domestic economy or manual training. Such schools receive a State grant of \$1,000.00 a year. Encouraged by this State aid there are now over one hundred High Schools in the state of Minnesota, employing graduates of agricultural colleges and specialists in domestic economy, manual training, or in both.

Each school is free to work out in its own way the problem of agricultural education. New departures in courses or methods are submitted to the State Department for approval, but this is always given if the proposal is at all likely to further the general aim of the work. I visited four of these High Schools having agricultural and industrial departments and found that notwithstanding this freedom there is a marked uniformity of courses and methods. Any practical idea originating in any school is quickly adopted by all.

Cocato might be selected as an example of such schools. It is a village of about eight hundred people situated about fifty miles west of Minneapolis. The majority of the people of the village and surrounding country are of Scandinavian origin. The village had a graded school and had been on the list of State High Schools for about eight years.

Thirteen of the surrounding school districts have associated with this central school for the purpose of maintaining agricultural and industrial departments. The village provides the necessary accommodation, and the school farm which must not be of less extent than five acres. Shop-work requires three rooms in the basement of the school; agriculture and domestic economy each require about as much. Last year the combined boards levied three quarters of a mill in addition to the compulsory two mills on all the assessable property of the associated districts, to defray the expense of building a blacksmith's shop with six forges for iron-working purposes. This year the levy agreed upon is two and a half mills, as it is estimated that this amount will be necessary to carry on the work properly. The assessment of property is about one third of the real value.

The activities of this school are all directed by the village superintendent and they include:

- (1) An independent rural school in each of the thirteen districts.
- (2) A training school for rural teachers.
- (3) The usual eight grades of a village school.
- (4) The ordinary High School of four years' course.
- (5) Industrial departments.
- (6) A winter short course of four months.
- (7) An experimental farm (in this case thirteen acres).
- (8) Agricultural extension.

The winter short course for four months is a very valuable feature. It is held at the central school. There is neither age limit nor entrance qualifications. The course opens after the fall ploughing and corn husking and closes before the rush of spring work begins. The hours are from ten to three, giving the student time to do the necessary work at home, morning and evening. Each family or group of families furnishes its own transportation. Boys and girls attend, the boys to take agriculture and manual training, the girls to take agriculture and domestic economy. About one hundred students were present last year. Additional instructors are provided at this season. Instruction is given in English, farm arithmetic, farm accounts, farm law, agriculture, carpentry, blacksmithing, spelling, and penmanship.

Other features of the work done by this school in this department are: seed testing for the farmers, corn-growing contests, and perhaps more interesting than

either of these a street show of the shop-work, when the boys exhibited wagon-boxes completely ironed, hay-racks, stock crates, farm gates, household furniture, and many other articles in wood and iron. The aim is to gain the approval of the practical farmer.

In the department of domestic economy the girls receive instruction in sewing, stress being laid on making and mending garments and other articles of direct utility, canning, preserving, cooking of meats, the making of bread, pies, and wholesome puddings, sanitation, diet, nursing, marketing, and household management.

Agriculture extension work is vigorously carried on. The State College of Agriculture, including a corps of institute workers, has taken a deep interest in the success of this movement. The superintendent of the village schools organized a series of evening schoolhouse meetings in the schools of the associated districts. The average attendance at fifty-four meetings held the first winter was forty-five, the average last winter was eighty-eight.

A school with such activities costs money. The school tax in the village is twenty-four mills. The annual sources of revenue for current expenses, omitting the expenditure for the rural schools and the grades of the village, are as follows:

1. Regular state aid to each High School.....	\$1,750.00
2. Special state agricultural aid .....	2,500.00
3. State bonus of \$150.00 for each associating district (13) ..	1,950.00
4. A per capita share of income from state school fund, about	800.00
5. State grant for teachers' training schools .....	750.00
6. Help in lectures, etc., from agricultural college .....	500.00
7. Voluntary tax on associated districts ( $2\frac{3}{4}$ mills).....	2,000.00
8. Village contribution (fuel \$500) about .....	1,000.00

This school has been selected as an example of what such schools are doing or striving to do. It is probably one of the best because of the superior ability and greater enthusiasm of the village superintendent, but there are about twenty-five of the schools already organized and giving instructions and training in agriculture, manual training, and domestic economy, and about one hundred where at least two out of three of these courses are given.

It is claimed that this plan is more economical than that of Wisconsin. Present buildings are utilized, the usual High School teachers do the academic part of the work, duplication is avoided, and the tendency to class education averted. On the other hand, the advocate of the Wisconsin plan is apt to say that High Schools and all that High Schools have denoted do not appeal to the country youth; there is no rural atmosphere; most of those attending High Schools are those who have turned their faces away from the farm.

It is quite evident that throughout Minnesota the High Schools are rapidly altering their courses and aim to meet to a much greater degree than formerly what they believe to be the actual requirements of the people. Their city schools are like ours, moving in the direction of commercial subjects and mechanic arts, while the High Schools in the smaller towns and rural centres are giving more attention to subjects of agricultural value and domestic economy. The standard subjects are found in both. It may be said that this movement is common to our High Schools and to High Schools of all civilized peoples at the present time, but Minnesota has gone farther along this road than any state that I know.



## STATE AID TO SCHOOLS

The extraordinarily large grants given by the State of Minnesota to her schools of all grades led me to look into her sources of income for school purposes.

When Minnesota was formed into a State, two sections in every township (one eighteenth of all the land) was set apart for school purposes. This seems to have been wisely and carefully administered. Some of this land lies in the great iron range in the north-western part of the State and has become immensely valuable. From sale of school lands, and iron ore and timber taken from school lands, it was reported to me that Minnesota has a school fund of twenty-eight million dollars. This is invested and the interest forms part of her income for school purposes. Besides this and other sources of income similar to our own, the State of Minnesota levies a direct tax of one and twenty-three one-hundredths mills on every dollar of the assessed value of all assessable property in the State. The twenty-three one hundredths of a mill is added to the University fund and the one mill tax is added to the general school fund. Wisconsin levies a direct tax for school purposes of seven tenths of a mill on all the assessable property of the State. The school fund of Wisconsin is comparatively small.

Among other ways of investing this school fund, both of these States purchase school debentures issued for the erection or improvement of school buildings at the lowest rate of interest possible without loss. This rate, I understand, is four per cent. When the State has no school funds on hand, school boards borrow money for a few months until they can sell their debentures to the State.

## TEACHERS' INSURANCE AND RETIREMENT FUND LAW

Every teacher is assessed for a period of twenty-five years as follows: One per cent. per annum of his salary, but not more than fifteen dollars per year, for each of the first ten years of service as teacher; and two per cent. per annum, but not more than thirty dollars per year, for each successive year of service as teacher, until a total of twenty-five years of teaching service, when said assessments cease.

All teachers entering the profession after September 1st, 1911, are compelled to pay these assessments and those who were teaching before this date may elect to come within the provisions of the act by notifying in writing the board of trustees of the fund. Each treasurer of a school board must retain out of the teacher's salary the amount of his assessment and make a return to the township treasurer who forwards all from the township to the county treasurer who in turn forwards all to the State treasurer. The State contributes from the common school fund, known as the seven tenths mill tax, ten cents for each person of school age (four to twenty) in the state.

Each teacher who has paid into this fund for twenty-five years, or who on coming within the provisions of the Act has paid an equivalent amount, on retiring, is entitled to receive as annuity twelve dollars and fifty cents for each year of service, provided that the said annuity shall not exceed four hundred and fifty dollars in any year.

## DAY SCHOOLS FOR THE DEAF AND BLIND

Instead of having only one institution in the State to which all those handicapped by these physical defects may be sent to receive an education and training, the State of Wisconsin has provided for the establishment of day schools for the

deaf and blind as part of the common school system. There are now, besides the State institution, twenty-two day schools for the deaf with an attendance of about four hundred and fifty, and three schools for the blind with an attendance of about fifty. At the State institution, the attendance is about two hundred.

When a board of education of any city, town, or village finds that there are several deaf children in the community it may apply to the State Superintendent for permission to organize a school for the instruction of these children. This is given, and at the close of the school year the board reports to the State Superintendent the names of the pupils enrolled and the number of days each has attended, and receives State grants of one hundred and fifty dollars for each pupil who has attended one hundred and eighty days and a proportionate amount for fewer days' attendance. For the pupils attending the schools for the blind the annual grant is \$200.00 per pupil.

When parents who live at a distance from the schools are unable to pay the cost of board while their children are receiving instruction, they are assisted by the State to the extent of \$100.00 per pupil annually.

Sign or manual forms of communication are not permitted. The oral method of instruction is used entirely except that writing is used as in ordinary schools. The pupil is taught to read the lips of the speaker and to speak and write in reply. The claim is made that by this means pupils become expert at lip reading, are enabled to communicate freely with their relatives and friends, and to express their thoughts in fairly correct English.

It is further claimed that such day schools give an education and training under the conditions that the pupil must face in ordinary life, and without leaving home at an age when he needs sympathy and loving care. He associates at all times with children and grown people who have the sense of hearing, he takes part in the school life and games of the other children, and in every way he meets, as far as possible, the normal conditions of life.

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## REPORT OF WILLIAM SCOTT, B.A.,

## PRINCIPAL NORMAL SCHOOL, TORONTO

Pursuant to instructions from the Department of Education to proceed to the United States to observe and report upon the work of their schools, particularly that of training teachers, the following educational institutions were visited:

- (1) The State Normal and Training School of the City of Buffalo.
- (2) The Elementary and High Schools of the City of Pittsburgh.
- (3) The Carnegie Institute of Technology of Pittsburgh.
- (4) The Normal Schools (White and Coloured) of the District of Columbia.
- (5) The West Chester Normal School of the State of Pennsylvania.
- (6) The Teachers College School of Education, Horace Mann School of Observation, and Speyer School of Practice in connection with Columbia University.
- (7) The City Training School—one of the Training Schools of New York City.
- (8) The Salem State Normal School of the State of Massachusetts.
- (9) The Fitchburg State Normal School of the State of Massachusetts.
- (10) The State Normal School at North Adams.

## THE STATE NORMAL SCHOOL OF BUFFALO

The Buffalo State Normal and Training School presents three courses to its students, namely:

(1) The Elementary Teachers' Course, which prepares students for receiving one of three kinds of diplomas: An elementary teacher's, a kindergarten, and primary. The elementary Teacher's Diploma is a life license to teach in any public school in the State.

The Kindergarten Primary Diploma entitles the holder to teach for life in any kindergarten or in the first six grades of any public school in the State.

The Kindergarten Diploma is a license to teach for life in any kindergarten in the State.

The candidate for this course must be at least sixteen years of age and must present a High School diploma or its equivalent showing that she has covered the course for Entrance to Normal Schools in the State in English, history, mathematics, science, drawing, vocal music, and a foreign language (Latin, or French, or German). Preparation for this requires at least four years.

Tuition and the use of text-books in all the courses are free to residents of the State of New York, provided they obligate themselves to teach in the schools of the State.

The Elementary Teachers' Course requires two years for its completion, a year being 38 weeks. The first year is devoted to observation, methods of teaching, and professional subjects. The practical teaching takes place entirely in the second year and embraces 600 hours of actual teaching. This is at the rate of more than three hours of actual work each school day. In order to accomplish this as well as for observation work, a regular kindergarten, primary, and grammar school is



maintained in the building. The grades are presided over by a corps of expert teachers who supervise the work and meet with the student-teachers every day for consultation and criticism. In addition to this practice teaching, students are frequently called on to substitute in the grades of the Buffalo public schools and in other schools of the immediate neighbourhood.

(2) Normal Courses in Vocational Training.

These provide training for teachers of the industrial branches. The courses offered are Mechanical Drawing, Pattern-making, Machine-shop Practice, Joining and Cabinet Work, and Printing.

The candidates must be 17 years old and must present a diploma from a High School approved by the New York State Education Department.

Practice teaching for students in these courses is provided in the day and evening classes of the public schools of Buffalo and in the Normal School. They must first assist experienced teachers and systematically observe their work and later take independent charge of classes.

When a course is completed satisfactorily, a State Diploma for that course is granted. This authorizes the candidate to teach the subject in any school in New York State after he has fulfilled all local requirements.

(3) Normal Courses in Cookery, Sewing, and Millinery.

This course extends over a period of three years. Candidates must be 18 years old, must have graduated from a High School or a school of equal rank, approved by the New York State Education Department.

Upon the completion of the Household Course, students are granted a State Diploma for that subject, which entitles them to teach it in any school in New York State, after having fulfilled all local requirements.

### THE PITTSBURGH SCHOOLS

The visit to the city of Pittsburgh was very interesting and instructive. Mr. S. L. Heeter, the Superintendent of Schools, and his assistants were indefatigable in their efforts to explain the working of the city system of schools as reorganized in 1911 and 1912. Mr. Heeter pointed out that up to May, 1911, there were 61 separate school boards in the city, each one independent of the other. In that year reform came by consolidating all these into one Board of 15 members, appointed by the judicature of the state, with power of taxation. This Board has divided itself into three committees—one of finance, one of supplies, and one of construction. Among its first acts was to appoint the present Superintendent. Under his guidance, the schools of Pittsburgh are classified as kindergarten, elementary, special, secondary, and Normal. The kindergarten is open to children between the ages of four and six. To become a kindergarten teacher in this city, the candidate must be a graduate of a High School with a four-year course or its equivalent, and then have two additional years of professional training, the second year being devoted to teaching.

In the elementary schools, a teacher has charge of 40 pupils. These are divided into two classes, A and B, and in arranging programmes, teachers are required to allow as much time to children during school hours for the preparation of their lessons as is required of them in recitation. This is to teach the pupils how to study and to develop proper habits in the use of books. In the first six grades all study is to be supervised and directed by the teacher, and must therefore be done in school.

In these schools one additional teacher is provided for each twelve rooms to look after the slow pupils and those who need special attention.

The special schools are founded and maintained to meet the needs of pupils who cannot profitably be educated in the regular classes. They are schools for backward children, physical or mental defectives, truants, incorrigibles, evening schools for adults, vocational schools, etc. There are already two elementary industrial schools established. The machine-shops, the book-binding, the printing shop, the woodworking shop, etc., have all been equipped with the latest and best of machinery. These relieve the regular schools of the slow, the truant, the incorrigible, and, in fact, of all those who could not be reached by the ordinary school work and school methods. Judging by their conduct and the report of their teacher, the solution of the "bad boy" problem is to be found in pre-vocational training in properly equipped elementary industrial schools.

A visit to an out-of-door school was extremely interesting. The school was on the roof of a high building and was reached by an elevator. The pupils were those with consumptive tendencies. They were supplied with three meals a day, cooked in the building. The only protection from the weather is a roof supported on posts over the desks. It was a rather cold, blustery day, but evidently both teacher and pupils enjoyed their work. Their only trouble seemed to be in preventing their books, etc., from being blown away.

To meet the various needs and capacities of the pupils who have completed the first eight grades of the public schools, the various High Schools offer seven different courses, as follows: (1) A college preparatory, (2) a general, (3) a technical, (4) a commercial, (5) an arts and crafts, (6) industrial arts for boys, and (7) household arts for girls.

The graduates of the High Schools may enter the Carnegie Institute of Technology, on the payment of a tuition fee of \$20 a year for day students and \$5 a year for night students.

The course of study at the Training or Normal School occupies two years. This consists of reviews of the elementary branches, methods of presentation being a prominent feature in such reviews, a distinctly professional course in general and special methods, general school management, history of education, pedagogy, elementary psychology, and practice in teaching in the schools of practice for a period not to exceed ten weeks, and as practice teachers in the grade schools for a similar period. On completing the course, the candidate is eligible for appointment to the elementary schools of Pittsburgh. The diploma, however, does not entitle him to teach in any other schools of the State of Pennsylvania, there being no diploma which is valid with all the School Boards of the State.

#### DISTRICT OF COLUMBIA NORMAL SCHOOLS

Washington is an interesting place educationally. Here the problem of providing suitable training for both white and coloured children had to be solved. This was done by having a set of schools—primary, secondary, and normal training for each of the two races. There is only one Superintendent, Mr. William M. Davidson at present, who is assisted by two assistant superintendents, one for the white and the other for the coloured schools.

The training of teachers for the Washington primary schools is the same for the two kinds of schools, coloured and white. The course extends for two years and is mainly professional. Before a candidate is admitted to a training school, he must sign a pledge to continue in the Normal School until he has completed the pre-

scribed course of study, and then to devote himself to the work of teaching in the public schools of Columbia for the term of two years.

To be eligible for admission the candidate must be about 18 years of age and must have completed the full four years' course of study in the Washington High Schools or in a High School of equal grade. On completing the course of study in a Normal School to the satisfaction of the Principal of the school and the Superintendent of Education, a candidate receives a diploma which entitles him to teach in the grade schools of the District of Columbia for *one year*. If his teaching during this year is satisfactory, he receives a teacher's certificate which permits him to teach for life in the grade schools. College and High School teachers are not prepared in the District of Columbia, but are selected from colleges and universities outside the district.

The training in practical teaching is carried on in the practice schools, which are maintained in the same buildings as the Normal Schools. During the second year of training each student is required to teach 18 consecutive weeks in three grades, that is, he has full charge of a grade for six weeks at a time. His work is carefully supervised and criticised.

The work of teaching in the grades is aided by the energy and forethought of Mr. George F. Bowerman, the librarian of the City Public Library, who has perfected plans for distributing to the various primary and secondary schools of Washington books suitable for school children. He has also a children's department in the Central Library. Here he has provided a bookcase for books of special interest to children on special occasions, as on the birthdays of distinguished men and women. Here also the children are encouraged to come and read and take notes from the books provided. He has also made a collection of cuts, plates, etc., illustrating the lives and works of great men. These are gathered from the catalogues of publishers, from books which have become too dilapidated for further use in the library, etc. All these are so catalogued that they are available for use by a teacher at once.

#### WEST CHESTER NORMAL SCHOOL

The West Chester State Normal School is a large institution. It has an attendance of between 900 and 1000 students, of whom nearly 200 are men, and a practice school of nearly 300 pupils. As West Chester itself is rather a small place, it is necessary to have two residences, one for each sex. Tuition and living costs \$5.50 per week, or \$220 a year. The State returns \$60 to the student, provided he promises to teach for two years in the State. Formerly the course of training in the State Normal Schools of Pennsylvania was two years, but in 1910 it was increased to four years. During these years a large amount of academic work is done. The professional work is as follows:

First Year: School law and school management.

Second Year: Methods of teaching, with emphasis on the preparation of lesson plans.

Third Year: Psychology and the psychological aspects of method, and methods in history and geography.

Fourth Year: History of education, methods, and practice teaching.

The academic school is planned to give the students a liberal education that will fit them for organizing, etc.

The academic work is organizing, governing, and teaching intelligently.

The practice teaching takes place during the last year of attendance. The students observe and teach in the different grades in the Model School. They spend



one third of the last year in this work. The Principal of the Model School meets the students collectively once each week for general instruction in methods and school management, and individual students may meet him daily for special instruction according to their needs.

There is no school garden connected with the institution, but the children of the Model School are encouraged to use their own home farms for school gardens. Nature Study Classes, with 40 to 50 students in a class, make excursions to favourable localities in the vicinity.

There is no kindergarten for training students connected with the school. All the 13 State Normal Schools are private institutions, managed by boards of trustees, and the certificates granted by the principals carry with them no authority to teach. Thus any school board in the State may examine a candidate before engaging him to teach their school. In general the principals either reside in the school building itself or have residences provided for them adjacent to the school.

#### TEACHERS COLLEGE, NEW YORK

Teachers College or the Faculty of Education in connection with Columbia University provides a liberal education for advanced students desiring to become college professors or instructors in education, or supervisors, principals, or superintendents of schools, heads of departments in normal and teacher training schools, etc. It provides professional training for teachers for secondary, grammar, and primary schools and kindergartens, also for special teachers of technical subjects as the Fine Arts, Household Arts, Industrial Arts, Nurses' Education, Music, Nature Study, and Physical Education.

In order to fulfil the obligations which such wide and varied courses demand, the College has developed as an integral part of its work a system of schools.

The Horace Mann School, with an attendance of a thousand pupils of kindergarten, elementary, and high school grades, is used for observation and demonstration by the regular professors. Fees, varying from \$100 to \$150 per year, are charged each of the children. All the professional students in the college must observe here and take part in discussions on the lessons taught by the staff, but they do not practice teaching here.

In the Speyer School, which gives free tuition to about 200 pupils, the professional students do their practice teaching and carry on experimental work.

The practical work required in all courses in the theory and practice of teaching consists of observation, assistance, and class instruction. The observation consists of the systematic study of the selection and arrangement of materials for a series of lessons designed for a particular class, a consideration of various methods of presentation, observing of lessons taught by the regular teachers, and rendering a critical summary of the results obtained. At first the experimental teaching is in giving instruction to individual pupils or small groups who may require special assistance, and later in the regular instruction of an entire class. Thus the order of advancement is first observation, then from observation to assistance, and from assistance to class teaching.

The Speyer School building is open every afternoon and evening throughout the school year in the endeavour to meet the educational needs of the adults as well as those of the children of the community in which the school is situated. Those in charge endeavour to organize such clubs, classes, lectures, and social meetings as the needs of the young people and adults in the neighbourhood may require.

No expense has been spared in the equipment of every department of the College and schools of observation, so that the students learn, in a practical manner, the meaning of "proper ventilation" and how it may be secured, the benefit of free physical education, and the importance of a proper playground, how self-government is developed among all the pupils from the kindergarten through the primary grades, to the High School, what is required to equip a room properly for any of the industrial arts, etc.

At the present time there are about 1,600 students in attendance in the various professional courses. They are of all ages from 18 upwards. The common age is from 25 to 30. The work is chiefly carried on by discussions on school topics, as winds, spelling, nature study, whether "form" or "content" should come first, etc.

#### NEW YORK CITY TRAINING SCHOOL

In New York City, another Normal School was visited. This was the New York Training School for Teachers. There were 800 student-teachers in attendance and 1,000 pupils in the observation school. Before entering a student must be 17 years old. The course of training lasts two years, and is divided into four terms. At the end of the third term the graduating class is sent to various schools where they serve as substitute teachers. There they observe the work of the regular teachers and teach under the same conditions as they will be subject to when they are licensed. The principal of the school reports regularly to the principal of the Normal Training School, and the students are rated according to the ability they display during the last few weeks of the term. The students do not teach in the Normal Training School itself. This is used solely as a school of observation and not as a school of practice. They are required to observe in the Model School not less than one hour per week during the first, second, and third terms.

#### SALEM STATE NORMAL SCHOOL

In the State of Massachusetts, the first school visited was the State Normal School at Salem. This is the fourth Normal School established in the State. It was opened in September, 1854. The present building is on a commanding site, and, together with equipment, cost \$300,000.

While the aim of the school is distinctly professional, it offers as thorough a course in academic instruction as time and the claims of professional training will permit. To be admitted, a student must have attained the age of 16 years complete, if a young woman, and 17 years if a young man, and must present records of scholarship from the principal of the High School or other school in which preparation has been made.

The school offers two courses, one for those who aim to teach in the public schools below the High School grade, known as the Elementary Course of study. This is of two years' duration. The other is the Commercial Course of three years' duration. In addition to the professional and academic subjects of the primary course, the Commercial Course includes literature, shorthand, typewriting, history of commerce, commercial law, economics, industrial geography, penmanship, advanced book-keeping, and commercial arithmetic.

There is a Model School and practice department maintained in the building. This begins with the kindergarten and fits pupils for entering the local high school. Other schools of the city are used by the Normal School students for observation and practice teaching. In the immediate vicinity there is an ungraded

school in which they observe and teach. The permanent teachers for these various practice schools are nominated by the Principal of the Normal School and elected by the school committee. The observation and practice of the students is supervised by a critic-teacher, who devotes his entire time to this part of their work. In the senior year the students are divided into three sections and each section devotes 12 weeks to taking continuous charge of classes for that time, three or four students being assigned to a class.

In addition to the regular observation and practice teaching, the students who intend to teach in the first grade must observe in the kindergarten, and all members of the senior classes are required to take a short course in the theory and methods of the kindergarten and its relation to the rest of the elementary course. This gives a practical understanding of the kindergarten, but does not qualify the students for taking charge of one.

In connection with the institution there are excellent school gardens, and much attention is paid to nature study, aided as it is by the school gardens. One garden is conducted by the Normal School students, another by the children of the practice school, another, half an acre, is worked on the community plan, and is planted entirely in vegetables. The garden is planted, cared for, and the products gathered and sold to families living in the vicinity by the boys of the seventh and eighth grades. The teacher of geography has a garden which is devoted to crops that do not grow in the neighbourhood of Salem.

Tuition, text-books, and supplies, are free to all residents of Massachusetts who declare their intention of teaching in the schools of the State.

The Normal Schools of the State of Massachusetts have no hard and fast curriculum of studies which must be followed, hence the principal of each school is at liberty to stress the course of work that he deems of greatest importance; thus at Salem the commercial course is emphasized, at Fitchburg the practical manual arts, at North Adams the preparation of students for rural schools, etc.

#### FITCHBURG STATE NORMAL SCHOOL

At Fitchburg the course in the State Normal School is at present one or two years. There are from 275 to 300 students in attendance. The requirements for admission are the same as at the Salem Normal School. The school presents the following courses for Normal School students:

1. Kindergarten Course.—A two years' course.
2. Elementary Course.—A two years' course which fits for teaching in grades below the High School, particularly in grades one to six.
3. Kindergarten, Primary Course.—A two or three years' course which fits for kindergarten or primary schools.
4. Advanced Course.—A post graduate course of two years, one spent in study at the school, the other in teaching on salary under the supervision of the Normal School.
5. Course for Grammar Masters.—A two years' course open to young men.
6. Practical Arts Course.—A two years' course open to young men.
7. Special Music Course.—A two years' course for those intending to become supervisors of music.

In the Schools of Observation and Practice there are the following courses for the pupils:

1. Kindergarten Course.—Pupils must be three and a half years old on entering.
2. General Course.—For grades one to six.
3. Differentiated Courses.—For grades seven and eight.



A pupil who completes in a satisfactory manner any one of the five following courses is admitted to the High School of the city:

1. Literary Course.
2. Commercial Course.
3. Practical Arts Course for Boys.
4. Household Arts Course for Girls.
5. Grammar School Course.

The practical arts receive much attention. The guiding principle is "Do in the school what is done by hand in the world." Thus the world's work determines the course of studies both in the Normal School and in the seventh and eighth grades of the Practice School. The male students and pupils made much of the furniture for the building, framed the pictures on the walls, laid the concrete walks, etc. All the teachers of the Practical Arts are master workmen. There is a boarding hall in connection with the Normal School in which the female students receive a practical training in the art of housekeeping. Thus one cook, assisted by students, prepares the meals for the entire establishment.

As soon as the student enters the school his work of observation begins, followed by that of teaching, at first single pupils, then small groups, then entire classes. This is following the example of Teachers College in the Speyer School at New York. The senior year students are divided into three parts, and one part teaches continuously during a third of the year.

The State Normal School at North Adams was visited, but on this occasion it was closed on account of a Teachers' Institute being held in a neighbouring town. This was much regretted, for this institution has the reputation of so training its students as to fit them in a peculiarly excellent way for taking charge of ungraded rural schools.

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## REPORT OF S. SILCOX, B.A., D.PÆD.,

PRINCIPAL NORMAL SCHOOL, STRATFORD

THE PRACTICE SCHOOLS AND PRACTICE TEACHING IN THE NORMAL SCHOOLS IN  
AND AROUND CHICAGO.

In all the Normal Schools visited, practice schools are established as an integral part of the training work, although in many centres the public schools of the city are used for practice teaching in addition to the schools attached to the training school. This is true of the Chicago Teachers' College (the old Cook County Normal School) and of Dekalb, Illinois.

Whatever variation may appear in the various Normal Schools in different States, they all seem to agree in their system of practice teaching. Briefly, each student spends a year in the Normal School before being sent to the practice school to teach. She is then required to teach one subject in one room for twelve weeks, teaching a lesson each day. The teacher of the room, the Normal Master to whose department this subject belongs, and the Principal of the Practice School observe her work and make a combined report, on the basis of which she is given her standing or refused it. If she fails to secure her standing in any period, she must repeat the work of that period until she secures the required standing.

After spending twelve weeks in this room, she is placed in another room where she teaches another subject daily for twelve weeks. A third term of twelve weeks is spent in a third room, teaching a third subject, so that in the year of thirty-six weeks in the practice school she will have taught sixty lessons in each of three subjects in only three rooms. Of course this student would observe others teach other subjects and would in that way become familiar with the subjects which she does not teach, but it seems evident that there will be a lack of readiness in teaching these untried subjects when the teachers come to teach their own schools. In Chicago, the graduate of the Teachers College has to spend six months assisting a regular teacher in the public schools, before being placed in charge of a class of her own, and in this way she gets the needed practice. In the other training schools, the argument for the system is that any one who can teach three subjects well can teach all the other subjects well, because the same principles are applicable in the teaching of each subject. Whether this claim is true or not can be settled only by following up these teachers and noting their success in the teaching of subjects in which they have had no practice in the training school. At any rate, we, in Ontario, have adopted the other extreme; that is, we require each student to teach at least one lesson in every subject on the school course. Would it be better to require them to teach more lessons in each of fewer subjects? The practice of the United States is in line with an affirmative answer to this question.

The classification in all the practice schools visited agrees in this respect, that each teacher has charge of two grades, usually a junior and a senior class, or as they are usually designated beginners (B) and an advanced class (A) of a grade. This plan was adopted and supported by Dr. Arnold Tompkins, and is still adhered to in the Chicago public schools up to the 5th grade and occasionally is adopted in higher grades. In conversation with some of the teachers the opinion

was expressed that the system allowed greater elasticity in classification than the more common system of one class in each room. In the Normal, Illinois, practice school it was asserted by the teachers that a pupil could be moved from B to A or even from A in one grade to B in another grade at any time that the teachers concerned, with the consent of the Principal, deemed advisable. In all these schools, the final examination has been reduced to a minimum. Promotion depends upon term work. If, however, the teacher is not satisfied that the pupil is ready for promotion, a formal written test is given. The results in this are then considered in connection with the term work in making promotion.

This lessened importance of the final written examination, which is true in the training schools as well as in the practice schools, has produced another condition which cannot fail to impress the Canadian teacher. The pupils are much more anxious to take part in the recitation than in our Canadian schools, because they know that these recitations count. Professor R. J. Bonner, of the University of Chicago, a Canadian, told me that students have been known to complain at the close of a lesson because the teacher had overlooked them in the recitation. Such an incident is practically unknown in Canadian schools, at any rate in those in which the whole chance of promotion depends upon a final examination. Perhaps a position somewhere between these two extremes would be the reasonable one to take; that is, fifty per cent. on term work and fifty per cent. on final examination. In our Normal Schools it is forty per cent. on term work and sixty per cent. on the final examination.

The government in the practice schools visited is possibly more democratic than in our Canadian schools; that is, there is greater freedom between teacher and pupil and less formality in their association. At the same time, there is an air of energetic application to work on the part of both teacher and pupil and an atmosphere of joyousness that is enviable. In Chicago, corporal punishment has been prohibited for twenty-five years. Mr. French, Principal of the practice school connected with the Chicago Teachers' College, stated that the teachers did not desire to use corporal punishment. When asked how he governed his own school, he declared that the whole success in discipline depended upon the spirit of the pupils toward their work. In this school the teachers worked for that end and there were practically no serious difficulties in the management. When pressed for an answer as to the number of cases of discipline which could not be handled satisfactorily under their present system, he replied "Not more than one in a thousand."

The method of teaching in these schools does not differ markedly from our own, but when a comparison is made of the time spent upon the various subjects, there is a marked difference. It will suffice to make comparisons in a few subjects, for example, arithmetic, nature study, spelling, and reading. Thirty minutes a day is the longest time devoted to arithmetic in any of these schools, while in most of the primary classes, all the arithmetic is taught incidentally. In this way the pupils learn to count as far as their daily experience requires, and to add a few numbers, but there are no formal lessons for the purpose of developing speed or accuracy. The average time spent on this subject in Canadian schools is nearer forty-five minutes and many teachers spend one hour a day on it.

With the time devoted to arithmetic lessened to this extent, there is much more time to devote to the newer subjects, and we find that nature study receives a good deal of attention. In Normal, Illinois, twenty-five minutes a day is devoted to this subject. The course in nature study in Normal, Cedar Falls, and Kirks-



ville is very extensive, including extensive garden work in each grade. In Chicago, the teachers admitted that they had not yet solved the problem, but they are striving to evolve a course in nature study which is suited to the conditions existing in such a large city. Consequently they are concentrating their attention on work that can be done in window boxes and in restricted areas of back-yards. When one observes the miles and miles of tenement houses in Chicago, one can understand the force of this view of nature study.

Spelling is also taught incidentally in many practice schools, notably in Dekalb. Here formal spelling is not introduced until the sixth grade and then only for ten minutes a day. Above this grade more time is devoted to it. Of course the critic will say that they cannot spell as well as our pupils. That is probably correct. But with reform in spelling making such progress that already the publications of nearly all the Normal Schools visited use the simplified spelling, there is some reason for lowering the former high standard of efficiency in an art, that, though highly necessary, is still not highly educative in itself.

Reading is emphasized in all the practice schools. They read extensively. Although they may have an authorized reader, supplementary readers are freely used. One class was reading *Hiawatha* with great interest. The argument offered in defence of giving so much importance to this subject is that if a child can understand what he reads, the way is made easy in any subject, since so much is now contained in books.

One other point worth noting in the practice school organization is the close relationship between the Public School and High School courses of study. In Cedar Falls, in Kirksville, and in Normal there is no sharp division between these courses. In Cedar Falls the course is modified to such an extent that some of the high school work, for example, german, algebra, and geometry is done in the seventh and eighth grades, and some of the more difficult arithmetic and grammar is done in the High School years. In this way, it is claimed, that a year, or, in some cases, two years, are saved in the regular twelve-year course. Some pupils finish the course in ten years, but all finish in eleven years at most.

Mr. Bender, Principal of the Practice School at Cedar Falls, claims that the graduates of the Cedar Falls High School course, who have spent not more than half an hour a day on arithmetic in the public school classes, have distinguished themselves in mathematics in College courses. After fifteen years' experience with the plan, he thinks this amount of time quite sufficient. Mr. Bender also informed me that the time devoted to formal spelling in the Practice School does not exceed ten minutes a day, and that the results are satisfactory.

In general, the classes in the practice schools visited are smaller than in Ontario. If large, they are divided into groups, and there are extra rooms provided for the accommodation of a group for study or for teaching. The teaching is similar in character to that seen in Ontario, but the aim is more vocational. Outside of Dekalb, there does not seem to be as much use made of the developing method as in Ontario. The critic teacher occupies a much more strategic position than in our practice schools. She has a much closer acquaintance with the teachers-in-training, who stay with her three months, and she conducts critiques as a part of the regular Normal work. In fact, there is growing up a special class of teachers in relation to the Normal School work, and special attention is being given to the training of such teachers. In Dekalb, one critic teacher has charge of two rooms, while an assistant is engaged to attend to the one class whenever the critic teacher is superintending the teachers-in-training, or is engaged with the

other class. The teachers in the Normal School, except at Dekalb do not do any model teaching for their classes. The teachers of the practice school do all the teaching for observation. Indeed, the Normal masters do very little talking about method. The critiques and the actual experience are supposed to do the work of the teaching of methods in Ontario. This must lead to a less close connection between the work of the Normal School and of the practice school, and some of the Normal masters regretted this situation.

In all the practice schools visited there is a close connection between the kindergarten and the primary. In Kirksville after graduation from the kindergarten into the primary, the children go back to the kindergarten at certain periods for games. There is no special course in Kirksville for kindergarten teachers. This work is included in the Special Primary Teachers' Course. The reason for this combination is that kindergartens have not been established extensively in Missouri, and the demand for kindergarten teachers is not sufficient to justify a special course for them in the Normal School.

### CHICAGO SCHOOLS

While in Chicago, I spent two days visiting those public schools in connection with which special classes are conducted. The schools selected were the Dore School and the Hamline School, in the stock-yards district. In each of these schools, as in many others, there are classes for defectives: (1) mental, (2) physical; and in the former there is a special class for boys difficult to manage in the ordinary class under the average teacher. In addition to these there is a school near Jane Addams' Hull House, called a Detention School, where boys and girls who have committed petty crimes are kept until the teachers in charge feel that they are to be trusted in the ordinary school again.

Classes for the deaf are conducted in the practice school at Chicago Teachers' College.

It is interesting to note that the teachers in these classes, except the latter, have not had any special preparation for such work, but have been selected from the regular staff because of evidence of special fitness for it. One teacher in a mentally defective class in the Hamline School said that she had been compelled, against her wish, to take the class, but that now she would not care to give up the work.

In the same building as the Detention School at Hull House, the Juvenile Court is held. This court is informally conducted. The judge takes the evidence of parents and witnesses without putting them under oath or in a witness box, and settles cases in much the same way that a principal of a school might. It is a court of juvenile justice, not of law.

The mentally defective classes are small, usually not more than fifteen. A course of study is provided, but the teacher uses her own judgment in each case. The amount of formal work, number, spelling, etc., is reduced to a minimum, and games and hand work, with frequent periods for physical exercises, take their place. A manual training bench or constructive work table is in the room. At this table, two or three students may be working, with the usual noise accompaniment, while others are engaged at another table with number games. These games consist of dominoes, tops, spinning spherical objects into numbered holes, tick-tack-toe, with each square numbered so that when there are "three in a row" the three numbers are added to see what the winner "got." In some classes, the



children were having elementary number drill as in ordinary class-rooms, but the pupils varied much in size, and were sympathetically dealt with in their arithmetical efforts.

Probably the most important work in connection with these sub-normal classes is the classification of the pupils. For this purpose, the City of Chicago has established a Child-study Department. Dr. MacMillan, a Halifax, Nova Scotia, man, is at the head of this Department. All doubtful cases are referred to him by the nurses and medical inspectors. These cases are examined by him in his office in the Tribune Building. This examination is very thorough and requires hours to complete. Each examination is kept on file, and at a later date another examination is made in order to discover the progress made. Dr. MacMillan thinks that neither teacher, principal, nurse, nor medical inspector is competent to decide on these special cases. After observing his work for some hours, I came to the conclusion that Dr. MacMillan is in a class by himself in Child-study work.

Cold air rooms and out-door classes are provided for physically weak children. The cold air rooms never rise above 50 degrees F. in winter as the windows are kept open at top and bottom all the time. Meals are provided at the middle of the morning and afternoon sessions. Such classes are not, of course, graded as other classes are.

The out-door classes are usually on the roof. In fine weather they remain in the open. In wet weather they take shelter under a roof in one corner, while for colder weather they have a shelter with sides to keep off the wind. Special clothing is used by these pupils. Most of them are tubercular. Under these conditions, with nourishing food given twice daily, these pupils improve in health and make rapid progress in their studies.

It may be noted that there are not as many cold air rooms in Chicago now as there were a year or more ago. In the Graham School, which a year or so ago, was under a principal who favoured this kind of room, a majority of the twenty-eight rooms were cold air rooms. With a change of Principal, there are now only two cold air rooms in that school.

The Detention School near Hull House takes charge of those pupils who have developed criminal tendencies, but who have not yet become confirmed criminals. They are strictly confined, locked iron gates guarding the entrance, but they have the regular school work. They live in the school until the teachers and the judge of the juvenile court decide to release them.

Between the sub-normal class and the classes in the Detention School, there is a class called the industrial class, which consists of boys who have become unmanageable in the ordinary classes. Usually these are truants or boys who resist authority of the average teacher. The teachers in charge of these classes are chosen from the regular staff because of their special fitness for the work.

The City of Chicago seems to be taking better care of their defectives than of their normal children. A peculiar rule which is enforced is that when the average attendance in a room falls below 45, that room is closed and the children are sent to other rooms. In Hamline, two such rooms are closed at present. Not many years ago the average was placed at 54. This seems to be a case of considering the finances, not the child. It should tend to produce a larger number of backward pupils at any rate.

The teachers of Chicago impressed me as a class of well-qualified, hard-working men and women. Unlike our Canadian teachers, who think it their duty to suspend the work of the class when a visitor calls, they proceed with their work



without more than temporary interruption. Visitors are given the greatest freedom to go where they choose, and to remain as long or as short a time as they wish. This is true of all the public and Normal schools visited. On the whole, the city teachers in the United States are probably better qualified than in Ontario. At any rate, for energetic application to work and whole-souled devotion to duty they are not inferior to our own city teachers. From very superficial and casual investigation, I should say, however, that our rural schools and our rural teachers are much superior to those of the middle states.

#### CEDAR FALLS, IOWA

**Building and Equipment:** As the State of Iowa has concentrated all its special training work in this one plant, it is not surprising to find that the buildings and equipment are superior to any others visited. Over one million dollars have been spent and more is being spent annually. In addition to the main building there are a separate library building, of beautiful architectural design and fire-proof structure, costing \$75,000.00, a separate building for science, and also one for Gymnastics, which includes a very large swimming tank. A small hospital is situated on the grounds, and a new practice school, costing \$150,000.00, is under construction.

All the buildings are heated and ventilated with an up-to-date system automatically controlled. There is no provision made for humidifying the air. A new pipe organ, costing \$10,000.00, is under construction.

Students are admitted to the school at the beginning of each quarter, and a class may be graduated at the end of any quarter after spending at least a year in the institution; that is, the completion of the course after the year required as a minimum, depends upon the student's qualifications, not upon time. This is a most important feature. However, only students with advanced qualifications on entering are expected to take the one year's course.

Most of the students in this college take special courses, which seem to be a feature of this school. According to the Bulletin, Vol. XIII, No. 2, July, 1912, the special courses provided extend over two years and include:

- The Elementary Teachers',
- The Primary Teachers',
- The Kindergarten Teachers,
- The Public School Music Teachers',
- The Drawing Teachers',
- The Manual Training,
- The Home Economics,
- The Physical Education, and the
- Commercial Courses.

In addition to these special courses, there are three two-year Normal Courses, one for a county certificate, one for a second grade state certificate, and one for a special state certificate. As nearly as can be ascertained the admission to these two year courses requires qualifications as high or higher than that represented by the Ontario Junior Teachers' Certificate. Practically all the schools visited provide a two-year course in training where Ontario has only a one-year course. Kirksville, however, has a one-year course for a temporary certificate, but a three-year course for a permanent certificate.

No state certificate is granted to any one under nineteen years of age, but students may be admitted to the training schools as soon as they have the neces-

sary qualifications. This seems reasonable and might solve the age difficulty for admission to Ontario Normal Schools. At present, a student who is too young to be admitted to a Normal School secures a permit to teach without having had any training. Under the above-mentioned system the student would be admitted to the Normal and take the course, but would not be given a certificate until she reached the age of nineteen. Meantime, if teachers were scarce, she would be granted a permit until she reached the required age and the school would be receiving skilled instruction, notwithstanding the fact that the teacher held only a temporary certificate.

It is worth noting that the spelling in the bulletins of the Iowa State Teachers' College is simplified in many words, for example, postoffis, publisht, enterd, but the reform is not extensive by any means.

In the State of Iowa, there are Normal Training High Schools, in which the students who intend to teach are given special training for rural schools during the last two years of their High School course. This course differs from the ordinary course by placing stress upon the subjects taught in the public school and by taking up the study of elementary psychology and pedagogy. The students also observe teaching in the public schools and according to the 1912 syllabus, "where possible, the most advanced pupils of the High School Normal Training Course should be given opportunity to do some practice teaching." From this, it would appear that the practice teaching is not very extensive.

#### KIRKSVILLE, MISSOURI

The qualifications for admission to this school are a four-year High School course. Such a course may be taken in the school. Two grades of certificates are issued, the Elementary, valid for two years, and the Diploma, based upon the Advanced Course, valid for life in the State of Missouri. The Elementary Course requires only one year in the Normal School; the Advanced Course is a three years course. Four and five-year courses are also provided for the degrees of B.Paed. and B.S.E. For 1911-12 there were 1,450 students enrolled in all the courses.

The most notable feature of this school is the Department of Rural Education, which has been established for the specific purpose of training rural school teachers. The course covers eight quarters, or two and two third years of school work. Most of the course is academic in nature, but rural hygiene, rural school management, rural sociology; manual training, and nature study, and agriculture are emphasized.

In order to provide the proper setting for this work a model rural school has been erected on the Normal School grounds, and six rural schools are to be used in addition to this one. The intention is to make these schools real community centres for their respective districts, and the students being trained in this work will see how a superior rural school should be conducted. One of these schools was visited and already important changes have been made in it. The teacher, Mrs. Harvey, explained what has already been done and what is still in prospect. The improvements accomplished so far are new basement and heating system, drains, and a covered van for transporting the children who live farthest from the school to it. Like most rural schools in the Western States at least, this rural school is open only eight months in the year. To a resident of Ontario, where the rural schools up to a year or two ago were kept open ten and a half months, and since that date ten months each year, this short term comes as a surprise. The general

opinion seems to be that it has been adopted for financial reasons, although, of course, in the corn belt to which Iowa, Missouri, and Illinois belong, the late harvesting season is a reason for late opening of the rural schools.

The striking features of the rural school on the grounds of the Kirksville Normal School are its complete equipment from basement to attic, including adjustable seats and desks, a lantern, by using which all wall maps are dispensed with, inside lavatories and shower baths for boys and girls, good ventilating system, manual training and domestic science equipment in the attic, sanitary drinking fountains, and wash bowls, disinfecting apparatus, a disappearing bed for emergency illness, handsomely decorated walls, a good library, and an open fire-place. Each desk and chair for same is fastened to a movable platform, so that if necessary the whole centre of the room may be freed from the regular seats and seated with chairs or left as an open floor space for any required purpose. The children are transported to this school from rural homes, and have all the advantages of a city school while living in their own country homes.

The school is not used as a practice school for Normal students, since too much time would be required to enable each Normal student to get any practice worth while, but the students taking the rural school course in the Normal School observe in this school a specified time and become thoroughly familiar with its working, not only in the regular sessions, but in the various uses to which the school is put after hours; for example, a rural sociology club with a membership of over one hundred holds weekly meetings in this school.

Following up this rural work, the Principal of the school, Dr. John R. Kirk, has organized a Rural Life Conference which has held two meetings on the grounds of the Normal School, one in September, 1911, and one in October, 1912. These conferences are attended by parents and pupils from the country, and, extending as they do over four days, provide every opportunity for taking up continuous work of a valuable educational nature. On the occasion of my visit a stock show was in progress and the grounds presented the regular appearance of an Ontario Fall Fair, with the exhibits limited to horses and cattle. The Rural Life Conferences are similar to the short meetings of the Women's Institutes and Farmers' Clubs in Ontario, but extend over several days. Normal Schools situated in Stratford, Peterborough, and North Bay could be made centres for similar conferences in Ontario, with profit to the rural communities surrounding them and to the Normal staff.

A second feature of this school with which one cannot fail to be impressed, is the thorough work which is being done in music, art, and manual training. As in all the schools visited these courses are elective, but very advanced work is being done in each department. The school has a very fine chorus of over one hundred voices. This chorus, which I had the pleasure of hearing in several numbers, is equal to many of our better trained city choral societies, and is superior to our University Glee Clubs. The advanced work in music is similar to the work done in our Colleges of Music affiliated with the University of Toronto.

All the work done in the Manual Training Department is vocational in nature. The clay modelling department undertakes the construction of fine pottery and statues. At present one class has nearly completed a statue of the President, Dr. Kirk, which will be used as the model of a bronze statue to be erected on the Normal School grounds. Both Dr. Kirk, and Mr. Towne, Professor of Manual Arts, gave me a thorough explanation of this department.



A farm of sixty acres is also owned by the school and a course similar to that obtainable at the Ontario Agricultural College at Guelph may be taken here. Those taking this course have a thorough opportunity of learning in the Manual Arts Department how to construct and repair farm machinery.

It is impossible in a brief report to give a clear idea of the nature of the Department of Rural Education in this school. Dr. Kirk will, I am sure, be pleased to send the available literature on this department to any one interested in it.

The general impression left by my visit to this school is that the whole staff and the students are earnest in their work. There is an air of work from the Principal's office to the remotest corner of the basement, where the kindergarten and photographic departments are located. The fact that students are given credit for their work in their own societies should not be overlooked, and may, perhaps, account for the manifest good spirit in the school. The democratic spirit of the great Republic is evident throughout the school in the relation of the Principal to his staff and of students to their teachers.

### NORMAL, ILLINOIS

The Illinois State Normal University was established in 1857, and was the first state Normal School in the Mississippi valley. Notwithstanding its early organization, it is at present a thoroughly modern institution for training teachers. It includes a High School, an elementary Training School, the Normal School and the Teachers' College. The Normal School prepares teachers for public schools; the Teachers' College prepares High School teachers, supervisors, principals and superintendents, and grants the degree of Bachelor of Education.

Normal, in common with all the other State Normal Schools visited, conducts short summer sessions. In 1912, one began on June 10, and a second on June 22. These extend over six weeks and seem to be well attended. In 1910 there were 1,571 in attendance at summer sessions. Extra teachers are secured for these summer sessions. In 1912, twenty-four teachers were engaged for this work. Attendance at one summer term is provided for in the two-year, three-year, and four-year programmes; that is, a student in these courses is expected to take one summer course of six weeks, during which he must take one elective study, and also make up any deficiency in the regular work.

In common also with other Normal Schools, the students at Normal take up only four or five subjects each term. Thus during the first year of the two-year course, the students pursue the following programme:

Fall	Winter	Spring
Teaching process,	Grammar,	Psychology,
Arithmetic,	Geography,	Advanced Nature Study,
Physiology,	Reading,	Geography,
Freehand Drawing,	Music,	Reading method or book-
Physical Training,	Physical Training,	binding or bench
		work,
		Physical Training.

In the second year, teaching forms part of the course throughout the year.

In the Quarterly for July, 1912, the requirement for admission is stated thus:

"The Normal School requires for its courses a good degree of maturity and scholar-

ship, quite as much as that attained by graduates of our best High Schools with four-year courses. Accordingly the standard two-year programmes of the Normal Schools are planned for students of such preparation." The three, four, and five-year programmes are for students of lower qualifications than this. For admission to the Normal School young men must be seventeen years of age, and young women sixteen years. With a two-year course, young men would be nineteen years of age at graduation and young women eighteen years.

Normal, Illinois, is reached by electric car from Bloomington. The approach to the school is through extensive grounds, well shaded with "over one hundred different species of trees and shrubs." In addition to this campus of fifty-six acres, the institution owns a school garden of two and one-quarter acres, across a street bounding the Normal grounds, and a farm of ninety-five acres beyond this school garden. This farm is used in part for demonstration and experiment in courses in agriculture, but I understood the President to say that most of it was rented and in farm crop.

It is worth noting that the institution publishes a quarterly, giving full descriptions of the work which is to be done, and that the reformed spelling is used throughout, for example, bilding, twelv, offises, geografy, harty, serv, activ, rehersals, fild, pland, detaild, etc. In connection with the use of the library, the librarian gives ten practical lessons to students each year.

This Normal School has, like Kirksville, Missouri, established a Country School Department, which is in charge of Miss Mabel Carney. According to the Quarterly, July, 1912, "two courses are offered, a one-year programme for students who have had two years of High School work and a two-year programme for students of the eighth grade." In conversation with the Principal, I learned that a country school was used last year in connection with this department, but none was being used this year, owing to difficulty in securing a suitable one. One cannot fail to conclude from a study of the rural school situation in the various states that little has been done or is being done for rural schools. There is no state law compelling trustees to engage trained teachers. The cities have adopted a standard requiring certificated teachers. Consequently all the trained teachers go to the cities, while the rural schools take untrained High School graduates. The Principal told me that he had just visited a section of Illinois, where land was worth \$250 an acre, and the teacher was paid \$440 a year of eight months. Practically all their rural schools are open only eight months a year. He also told me that there is growing up in Illinois a sort of landlordism as bad or worse than that in England. One man owns 28,000 acres and rents to transient owners in three and four hundred acre lots. Another owns 7,000 acres and rents in the same way. The condition is worse than in England because these tenants are transients, whereas in England they are permanent residents.

Again, when an important institution like the Illinois State Normal advertises a one-year course for students who have had a two-year High School course as all that is necessary for preparation for rural school teaching, the general public will conclude that rural school teaching is much easier or less important than graded school teaching. The same criticism does not apply to Kirksville.

Miss Carney has about seventy pupils in her department. The work under way at the time of our visit consisted of a discussion of rural conditions with suggestions for improvement. The greatest weakness in the course is in the practice teaching. According to the latest Quarterly, July, 1912, "The working out of at least one country teaching problem is required of each student. Exceptionally cap-

ble students or experienced teachers may do practice teaching in lieu of some of his observation." One is inclined to ask if the less capable students should not be given a chance. In fact, they should be given more chance to secure practice, otherwise their schools will suffer until they do get it.

Other points noticed at Normal are:

The primary classes in the practice school are divided into three groups of about fifteen each, with three teachers, who teach one group at a time. This does away with seat work, which, with young pupils, is usually a waste of time.

Only three or four cities in Illinois have kindergartens. Bloomington, with 5,000 population, has none. The kindergarten class at Normal is very large. The kindergarten teacher favoured the combination of kindergarten and primary work, but it could not be arranged at Normal because of the large classes.

The teachers in the practice schools do a great deal of work in art, music, and constructive work that is usually done in these schools by special teachers. The special teachers of these subjects in the Normal School merely supervise the teaching in the practice school. There is no medical inspection either, and the regular teacher is required to fill out a very detailed health form for each pupil.

The critic-teacher, who is the regular teacher in the practice school, gives her comments on the teaching on the same day. If a Normal School master comes into the room while a lesson in his department is being taught, it is the duty of the teacher-in-training to report to him for his comments at her earliest opportunity.

The teachers-in-training help the regular teachers in the practice school by giving individual attention to backward pupils.

A part of the domestic science course is to provide a lunch for, at present, 13 students, for a limited number who have the privilege of staying. The lunch, which had the pleasure of participating in, consisted of oysters, baked potatoes, beet pickles, bread and butter, cocoa, and custard pudding. Needless to say, it was well cooked and well served. The students in domestic science work from 8.30 to 1.30 throughout the two-year course. Regular students may take domestic science as an elective for one or more terms. "Classes are limited to eighteen members. Materials used by students are charged at cost."

The manual training course includes a regular two-year course for specialists and short term courses for electives.

The system of heating and ventilating is similar to the Stratford system, but air can be admitted between the heating coils and the fan. Dr. Felmley, the principal, claims that this makes humidification of the air unnecessary, but he is not an ardent supporter of humidification.

A whole period is devoted to the assembly room exercises. During the year, the staff is giving addresses in alphabetical order. On the day of our visit one of the lady teachers, Miss Barton, gave an address on the situation in China.

Good musical and lecture programmes are provided throughout the year at low cost, sometimes seven for \$1.00. A famous baritone singer, charging \$100 a night, was to be there the week following our visit. Tickets are sold to students and to a few outsiders.

The Y. W. C. A. keeps a paid secretary in the school. In addition to this special work, she is also employed as a teacher for special subjects in the Normal. The Y. M. C. A. also has a strong organization in the school, but has no paid secretary.



As in most of the other schools visited, the time devoted to methods in the Normal School is much less than to academic work. Miss Hayes, the teacher of Grammar, said that she depended upon the practice school and the critic-teachers to give the method. She said that she tried to demonstrate good methods in her own teaching and thought that was better than discussing method.

Although Normal, Illinois, has over two thousand students in attendance, the number of graduates each year is not over one hundred and twenty. In 1912, one hundred and thirteen graduated. In 1913, the maximum number to graduate is under one hundred. Hence, a school like Stratford is actually turning out more teachers annually than the large institution at Normal. It must be remembered, however, that the shortest course, except for rural teachers, is two years, and that many spend three, four, and five years at the institution.

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## REPORT OF S. J. RADCLIFFE, B.A.

PRINCIPAL NORMAL SCHOOL, LONDON

The visitor to Normal Schools in the United States is first struck with the large expensive buildings that the different states have erected for the purpose of training teachers. In some cases he feels that he is in the midst of a university. He inquires the purposes of these buildings and is told that the main building is the Normal School, the others are libraries, gymnasiums, laboratories, and training schools with their classes in elementary work. The legislatures make the grants for these buildings without stint, and the Normal Schools are the pride of the cities and towns in which they are situated.

The visitor is next surprised at the large staff of teachers in these institutions. True the number of students varies from four hundred to twelve hundred, but it is not uncommon to find a staff of from fifty to seventy in a Normal School. Very often the number of students in a class is small. One may frequently find ten or twelve with one instructor. In other cases he may find one hundred.

The character and scholarship of the Normal School teacher are worthy of admiration. Enthusiasm for the work in which he is engaged is felt at once by the visitor. The teacher is always ready to give information, to state his purposes, and often invites the visitor to participate in the discussion with the class. The lectures are not usually in lecture form but are in the form of question and answer. The students in both the Normal Schools and in the elementary classes stand in recitation and speak continuously with great freedom and absence of embarrassment. The questions involve long and comprehensive answers and the student in giving the recitation submits readily to questions by the teacher and other members of the class to insure accuracy and precision in the thought and expression.

The term of a Normal School usually lasts two years and sometimes three years. These schools do much academic work that is performed by our Ontario High Schools. When you consider the feeling in Ontario to have this work done in the schools nearer home, you are surprised to see these students coming to a Normal School to get work that their own good High Schools could do equally well. The first year is usually given up entirely to academic work. In most schools that were visited the teacher did not make any pretence of relating the lesson to the methods to be adopted. True, the lessons were usually excellent in methods, but the instructor did not indicate to his class his pedagogical purposes in the treatment of his subject-matter. In some schools this criticism does not apply to the work. For instance in Chicago Normal School the teacher of geography will give the students methods in geography and will oversee their work in this subject in the practice school, as far as his time will permit.

We tried to ascertain the academic qualifications for admission to Normal Schools and to compare these with the qualifications of our own Normal School entrants. In most cases only High School graduates are admitted. These students have passed satisfactorily through the work of four years in a High School. They are of about the same age as the Ontario student. When we consider that our students have also spent about four years at High School and have passed the severe Normal

School entrance examination, where 50 per cent. of the candidates are rejected, we feel that our standard of entrance is rather more severe than that of the average Normal School in the United States. In the City of Chicago the standard of admission is quite high.

The academic work in the Normal School of the States is even more necessary than it is with us. Our students carry many more subjects in the High School than is the case in the High Schools of the States. In many cases they have taken little geography, or physics, or biology in their High School course, and the Normal School teacher begins with very elementary work. On the other hand we may suppose they will be more proficient in the few subjects on which they have devoted the same amount of time that our students have spent on many subjects.

The teacher has great facilities for teaching geography, nature study, physics, biology. He has often two or three rooms adjacent to one another for his experiments and illustrations.

The Normal Schools have for their primary aim the education and training of the teacher of elementary schools. But they have often widened their aim. They prepare the High School teacher, and the specialists in manual training, domestic science, and the kindergarten. They cover the field that the Faculties of Education, Lillian Massey School, Macdonald Hall, and the Normal Schools cover in Ontario. It must be acknowledged that the Normal School work is the main feature of these institutions. In some cases these schools or State Normal Universities, as they are called, do university work and grant degrees. In all cases the advanced work is credited by the state university. By associating this work with Normal School work many students are induced to enter upon the higher work and proceed to take degrees at some higher institutions of learning.

The teacher in Ontario is surprised at the absence of the written examination. It seems to be the aim of the American teacher to get as far as possible from the written test. In Chicago and Terre Haute the written test still may be found, but in many schools students are received and graduated without undergoing the severe final examination. The teacher of each subject has tests during the term but he reports mainly on the class-work of his student and on the exercises on his work that the candidate has prepared. I do not think that there can be the uniformity in the standard of graduation that can be found in our schools, nor the certainty that no weak students will pass. Their method requires that the student must do his work well during all the term and he is not forced to undergo the strain and anxiety that is so evident at the close of the term in the High Schools and Normal Schools of Ontario.

Our teachers have been trained so long to the examination method that it would be hard for them to get the point of view of the teacher in the United States. Our students have great ability in organizing knowledge, in storing it in the memory, and in stating the main facts coherently on an examination paper. The student in the United States does not tax his memory so much. He knows where to find materials in the library and the exercises that he prepares in the term count for more than they do in Ontario. It is claimed that he acquires more creative ability, that he can give a much wider interest to certain questions than he could give if he were always considering how much of this material he could use on his final examination. The subject of examination seems one feature of their school system that would be well worth while to take into serious consideration.

Some schools have many elective subjects on their school programmes. In



this particular there is not the same uniformity in their schools that we find in other matters. In Milwaukee the student must make 80 credits, but 67 of these are fixed. He has only 13 credits to make up from his own choice. This is the highest fixed standard that we were able to find.

The training departments of these schools were in very capable hands. The critic-teachers were the best that could be found not in the town in which the Normal was situated but in the whole of the United States. These teachers were able class teachers, sound in their pedagogical knowledge, and enthusiastic in their work. It would be hard to find a superior class of teachers. A supervisor was in charge of each training school, who was a teacher of great ability and in some cases of international reputation.

The method adopted in the training school is very different from our own. Our students teach all subjects on the school programme and have experience in every grade. The Normal student in the United States teaches twelve weeks in one grade with one critic-teacher. She teaches only one subject during those twelve weeks. She then goes for twelve weeks to another teacher and teaches one other subject. Usually this grade is very close to the grade she has just left. She is then prepared for one particular grade but she may have no experience except in two subjects, such as literature and geography. The two grade teachers know these students intimately, and make a final report upon her work at the end of the term. In cases of doubt the supervisor aids them in making a decision about her qualifications. The weakness of this plan is that the student will not have any training in teaching arithmetic, grammar, language, or other very necessary grade subjects. The strength lies in the close relationship between the critic-teacher and the student. Our critic-teachers scarcely know the names of our students and report the marks of each lesson, which are averaged at the end of the term.

But the most notable feature of the whole system is the fact that nearly all these Normal Schools are preparing teachers only for urban schools. The rural school is far from being in as healthy a condition as in Ontario. Students who have only two years of High School, in some cases with no professional training, are in charge of these rural schools. Scholarship is low and professional training in all cases is very meagre. In all these states the rural population is about equal to the urban, and the assessment is also about equal. It seems strange that the rural population should pay fully one half of the expenses for these fine buildings and of the salaries of these large staffs of teachers and enjoy practically none of the benefits of the urban municipalities. The State of Indiana stands out ahead of all others in this respect. The rural schools must have qualified teachers and must pay a minimum salary. Even in this old and wealthy State the school term lasts only seven or eight months and the tenure of position by the teacher is shorter than in Ontario. The state gives no extra grants to encourage trustees to secure the teacher with the highest qualifications. It relies solely on the ambition of the district trustees to bring their school to a high degree of excellence. In Michigan the High Schools have a training course at the end of the second year to supply the needs of the rural schools. In Illinois, with the land worth \$250 per acre, the rural teacher has poor qualifications. They are trying to overcome these defects by the establishment of consolidated schools, and it is reported that in the few cases where these have been adopted they are very successful. They have good vans, a teachers' residence, and High School work similar to what is done in our Continuation Schools. They can secure teachers of Normal training for elementary work in these consolidated schools, and in no case does any child live more than five miles from the school.

In Kalamazoo, Michigan; Normal, Illinois; Dekalb, Illinois; Terre Haute, Indiana; there were rural school courses. For these courses the students are admitted with lower entrance requirements. We did not find much evidence of agricultural training, but the work was rather sociological in its nature. The director of these departments considered the conditions of rural life in his state and tried to educate the students to be leaders and missionaries in the causes of education in rural communities. In no case do they receive a training equal to that provided for our Grade A students at Guelph. If our public schools are failing, as it has been charged, in the work of agricultural training, they are relatively at least in a much better position than the rural schools of the states we visited. Our teachers have fair scholarship and training. The urban teachers are no doubt the equal of our teachers, but our country schools have now just as good teachers as can be found in city schools. This should not make us willing to rest on our oars. No doubt our teachers and our curriculum will need some improvement to give the vital interest in his environment to the country child and make him feel a pride in the achievements of agriculture.

Centralization in educational matters is not nearly so advanced in the States of the Middle West as in Ontario. Indiana is more nearly in line with our Province. In the other states the County Superintendent may accept the graduates of a Normal School or may subject them to an examination. The Normal School masters sometimes ridicule these archaic examination questions, but we are unable to find the opinions of some of these superintendents upon the fitness of the graduates of the Normal Schools. The absence of central authority may allow great unevenness of standards in different counties, encourage laxity of supervision, and destroy the enthusiasm for modern methods and ideals where the teacher finds the superintendent is not in accord with the progressive spirit of the Normal Schools.

In Winona, Minnesota, the Supervisor of the training schools contemplates the establishment of classes for youths who show remarkable ability so that they will not be retarded in their progress by the large class with average ability. It is felt that some children who have great natural abilities may be held too long in the grades and that thus their careers may be injured by the slowness of the educational machinery. The schools have raised the great average of human intelligence, but they are not likely to develop genius. Such experiments must be closely watched to see whether there would be any real benefit to the individual and to the race. The innovation would also lead to demands for freer promotion for those who have good ability but no remarkable precocity. On the other hand the great mind has been often slow to develop, and needs perhaps an adaptation of studies different from the prescribed curriculum.

The same instructor, Mr. Stockton, was also at work on a unification of the school subjects. For instance he would make geography, nature study, and elementary science one subject. Language would include reading, literature, composition, and grammar. The numerous subjects on the school curriculum dismay the pupil and the inter-relation of the subjects, he holds, would be better done if three or four were taken as one subject with different sides and ramifications.

The male teachers are no more numerous in the Normal Schools of the United States than in those of Ontario. They are prepared for the positions of principals in the towns of their states and rarely have to accept any other positions.

All the schools that were visited have excellent gymnasiums. Many are equipped with running tracks and swimming pools. The students do not take their physical exercises in their ordinary clothes but don an outfit for athletic purposes that is kept in the locker.

The young children in the training school perform many rhythmical exercises to the music of a piano or a gramophone. These exercises give great pleasure, a sense of rhythm, poise, free and graceful movement of the limbs, and overcomes the *gaucherie* that we may so often see around us.

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## REPORT OF S. A. MORGAN, M.A., D.PÆD.

PRINCIPAL NORMAL SCHOOL, HAMILTON

The following is a list of the various schools visited between Oct. 7th and 18th, 1912:

Michigan State Normal College and Training School, Ypsilanti, Michigan.

Western State Normal and Training School, Kalamazoo, Michigan.

Chicago Normal and Training School, Chicago, Illinois.

The School of Education of Chicago University, Chicago, Illinois.

The Northern Illinois State Normal and Training School, Dekalb, Illinois.

The Illinois State Normal University and Training School, Normal, Illinois.

Department of Child-Study and Pedagogic Investigation of the Chicago Public Schools, Chicago.

Winona State Normal and Training School, Winona, Minnesota.

La Crosse State Normal and Training School, La Crosse, Wisconsin.

Milwaukee State Normal and Training School, Milwaukee, Wisconsin.

The Illinois State Normal University and Training School, Normal, Ill.

Indiana State Normal and Training School, Terre Haute, Indiana.

In addition to the above Normal and Training Schools, a few typical public schools were visited as occasion offered.

## GENERAL FEATURES OF THESE STATE SYSTEMS

A noteworthy feature in connection with these schools was the large expenditure of public money being made on institutions devoted to the special work of training teachers. The buildings and equipment of each of the schools visited represent an expenditure of half a million dollars or upwards. Large grounds of from twenty-five to fifty acres, well equipped gymnasiums, shower baths, swimming pools, green-houses with facilities for experiments in plant life, etc., were found at most of these schools. The Normal library, containing usually from twenty to forty thousand volumes, is in all cases in charge of a regular librarian and assistants, and usually possesses reading-room accommodation for from one hundred to two hundred students. In some cases the library occupies a separate building in which there are a number of smaller reading-rooms for seminary work. The various scientific departments are generally each provided with a separate laboratory with abundance of apparatus to meet the needs of the students. The maintenance of these institutions seems also in every respect proportionate to the original outlay.

A peculiar feature noticed in connection with schools in the same state is, that although state institutions they each hold a semi-independent position, and are in a sense rival schools. This is noted especially in the method of admitting students, each school being compelled to bid for its students instead of depending upon a systematic allotment through a central body as with us.

In all of the Normal Schools visited, there were found certain marked features of organization wherein their system differs from that in force in our own Province. First among these are the conditions of admission. In practically all the Normal Schools, High School graduates from approved schools are admitted without exam-

ination to a Two Years' Life Certificate Course. Students who have completed two years of the High School Course in an approved school are in most cases admitted to a Two Years' Preparatory Course, at the completion of which they may enter upon the Two Years' Life Certificate Course. In some cases pupils are admitted to the Normal School upon completing the eighth grade of the public school. For these a Five Years' Course is provided in the Normal School.

As the great majority of Normal students are High School graduates taking a two-year course for a life certificate, it might appear that these schools are much in advance of our own system with its one-year course. Such a conclusion would not, however, be altogether warranted. On account of the absence of such a selective examination as our Normal Entrance, the work of the students during the first year is largely academic, this work being done by our own students for the most part in the High School during their preparation for the Entrance Examination into the Normal Schools. There seems, however, one advantage in connection with their system. During the first year the students are given, without any pressure of time, some insight into the principles of the Science of Education and Psychology, previous to their practice teaching in the second year of the course.

On the other hand, on account of the Normal masters devoting so much time to academic teaching, both with the regular two-year Normal students and to a greater extent with such students as may be taking a preparatory course, these masters seem to have little oversight of the practice work of the students in the Training Schools, the teaching of model lessons and the criticism of the teachers-in-training being left almost wholly to the critic-teachers of the Training School. In many cases, in fact, the Normal masters stated that they knew little concerning this part of the students' work, their attention being fully occupied giving instruction within the Normal School. This condition is not likely to give that close co-ordination between theory and practice which is so much aimed at in our own system.

To remedy any defects which may arise from the above-mentioned conditions, many of the Training Schools have, apart from the principal of the school, a Supervisor of Criticism. This officer has oversight of the practice-teaching and usually gives instruction in general method. By means of such an officer, and through conferences between the staffs of the two schools and the employment of intelligent methods in the instruction of the Normal students themselves, a fairly adequate co-ordination between theory and practice is in general maintained.

A marked distinction between the organization of these schools and our own, is found in the process by which the students are to qualify. For this purpose the school year is divided into terms, usually three, and the programme of studies into courses of work. A certain number of these courses may be completed each term and, as they are completed, they count as credits toward final graduation. By this means the final qualifying examination is eliminated. In many cases also students are permitted to enter at the beginning of any term and proceed with such credits as may be selected. In some cases also, limited certificates may be obtained on the completion of a certain number of credits, the student being able to return later and complete in whole or in part the course for a life certificate. We were informed in the case of one of the schools visited, which has a three-year course for a life certificate, that in this way some students took eight or ten years in completing their full Normal course.

A special feature in which the courses of these schools differ from our own is found in the presence of a number of electives upon the programme of studies. By

this means teachers-in-training taking the same course may vary considerably in regard to the programme of studies they are pursuing. In some cases more than half of the credits were elective. One of the most definite courses met with had sixty-seven of the eighty credits prescribed and thirteen elective.

Another characteristic of these schools consists in the number of different courses offered in each. In most schools in addition to a regular course for the training of Public School teachers, special two-year courses are provided in Art, Music, Domestic Art, Domestic Science, Manual Training, Physical Education, and Kindergarten. The purpose of these special courses is largely to prepare supervisors for the several subjects. In a number of schools also, there is offered a Two-year High School Certificate Course, and in some, a One or a Two-year Rural School Certificate Course.

The method of conducting the practice teaching also differs in certain respects from that pursued in our own schools. This difference is found mainly in the fact that the teaching is generally limited to a very few subjects and grades. The practice teaching usually comprises two terms of twelve weeks each. In her practice teaching the teacher-in-training is to remain for a whole term under one critic-teacher, and in some cases may teach a single subject throughout the term. In one Training School the teacher-in-training was expected to teach four different subjects each term. From this it will be seen that the practice teaching is much more specialized than in the case of our own schools, where each student is expected to teach all the subjects and in all the grades. This difference is partly explained, however, in the fact that while most of our own graduates afterwards teach in ungraded schools, practically all the graduates of these schools after graduation teach in graded schools, and are no doubt able by the method adopted to follow their preferences in regard to practice teaching in the grades.

It was noted in connection with practically all of these schools that, as with us, a very large percentage of the teachers-in-training are females, only ten or fifteen per cent. usually being males. In one school, however, it was an agreeable surprise to note that of something over four hundred Normal students, about one hundred and twenty-five were young men. The number of students taking the Normal course in any one school ranged from four to eight hundred, including both years of the course.

Regarding the placing of the Normal School graduates, it was reported that practically none of these find their way into the rural schools. In many districts a large number of rural teachers were said to have no professional training, the others usually having had a twelve weeks' County Normal Training Course. As will be noted, however, in a number of the State Normal Schools, special efforts are being put forth to provide the rural schools with more highly trained teachers.

#### RURAL SCHOOL COURSES

As stated above, certain Normal Schools are aiming to provide trained teachers for the rural public schools, many of whose teachers are without any training whatever. To accomplish this the Normal Schools in question have introduced a Rural School Course. Special conditions are offered to students electing this course. High School graduates are usually permitted to complete the course in one year, while graduates from the eighth grade of the public school may complete the same in a two years' course. In some cases also a student who has completed two years of his High School work is permitted to complete the Rural School Course in one



year. As a further inducement, the work of this course counts toward regular Normal School graduation.

An opportunity was afforded at the Western State Normal School, Kalamazoo, to observe such a Rural School Department. There is in connection with the Department, within easy reach of the Normal by car, an affiliated Rural Observation School, in which the students are able to come in contact with actual rural school conditions. The whole department is under the management of a very capable director, Ernest Burnham, A.M., who is making a special study of the rural school problem of the State, and aims to work out a programme of studies especially adapted to the needs of the rural school.

A somewhat similar "Course for Teachers of Country Schools" was also met at La Crosse. Here also a well-equipped typical country school, within a short ride on the electric car, is used for observation and practice teaching. In this practice school special effort is made to have the work of the school touch to the fullest extent possible the every day country life of the pupils.

A third "Country School Department" was met at the Illinois State Normal University, Normal. Although the course was established only in September, 1911, and is, therefore, in its initial stage, considerable progress has been made in providing both a one-year and a two-year course for the Department, adapted to the needs of the teachers of rural schools. These courses are also offered during the summer term in order to assist teachers who are actively engaged in teaching in rural schools.

The following are the requirements in the various Rural School Courses at the Western Normal School, Kalamazoo, Michigan:

Course I is for High School graduates and requires a residence of one year and one summer term. Course II provides a certificate for High School graduates who have taken specified subjects directly related to teaching, and Course III provides a certificate for certain High School students who have not finished all of their High School requirements, but who have taken stated subjects relative to teaching.

### RURAL SCHOOL COURSES

#### *Course I*

Elementary Psychology .....	12 weeks
Method .....	12 weeks
Teaching .....	12 weeks
Composition .....	12 weeks
Literature for Grades or Equivalent .....	12 weeks
Drawing from Nature .....	12 weeks
Perspective and Construction .....	12 weeks
Geography .....	12 weeks
Arithmetic .....	12 weeks
Nature Study and Agriculture .....	18 weeks
Domestic Science and Art .....	18 weeks
Rural Sociology .....	12 weeks
Elements of Vocal Music .....	12 weeks
Physical Education .....	

*Course II—Required High School Subjects and*

Psychology .....	12 weeks
Method .....	12 weeks
Teaching .....	12 weeks
Drawing from Nature .....	12 weeks
Perspective and Construction .....	12 weeks
Elements of Vocal Music .....	12 weeks
Arithmetic .....	12 weeks
Agriculture .....	18 weeks
Nature Study .....	18 weeks
Physical Education .....	

A total of 576 weeks' credit, the same amount as for graduation from High School, is required to complete this course.

*Course III*

Geography .....	36 weeks
Elements of Vocal Music .....	12 weeks
Drawing from Nature .....	12 weeks
Perspective and Construction .....	12 weeks
Psychology .....	12 weeks
Method .....	12 weeks
Management .....	12 weeks
Nature Study and Agriculture .....	36 weeks
Arithmetic .....	12 weeks
Grammar .....	12 weeks
Physical Education .....	

A total of 336 weeks' credit, the same amount as for two years and one term of High School work, is required to complete this course.

## EDUCATION OF DEFECTIVES

An interesting and instructive feature of our visit was the opportunity afforded us on Saturday, October 11th, of visiting the Department of Child-Study and Pedagogic Investigation of the Chicago Public Schools. The Department is in charge of Dr. Chamberlain, a Canadian. The general method of procedure in the Department is for the teacher, in co-operation with the school nurse, to report to the Department any cases which may demand special treatment. Such subjects are then brought on Saturday to the Child-Study Laboratory by the teacher or parents, where a careful examination is made of each case and directions given as to the most suitable course to be pursued in the education of the child. In some cases directions may be given to have the child admitted to one of the special classes for defectives, while in others he may be left in the ordinary school with special directions as to the best means of overcoming any impediment to his progress. In cases where special pedagogical exercises may be prescribed, the pupil is expected to report at the Laboratory from time to time.

It may be added in connection with the problem of the education of defectives that an opportunity was afforded in the Training School of the Chicago Normal and also in one of the public schools at Milwaukee, of visiting classes of young children who were apparently deaf and dumb. In each of these classes, however, by

the use of judicious exercises, some at least of the young children were in a large measure overcoming these physical defects.

There is also established at the Chicago Normal School a one-year graduate course on the Oral Instruction of the Deaf. In this course, in addition to a scientific study of the mechanism of speech, a special study is made of the educational principles involved in such education and of the method of adapting subject-matter to meet defective physical conditions.

#### SHORTENING THE SCHOOL COURSE

At the School of Education of Chicago University an interesting experiment is in progress by which it is aimed, through readjustment and correlation of the subject-matter, to shorten the Public School course to seven grades. By this means, it is hoped, provision may be made for the addition to the programme of a reasonable amount of Industrial Training without raising the probable age of entrance into the University.

#### A NORMAL SCHOOL DORMITORY

At the Winona State Normal School, a special feature was the dormitory for young women. This dormitory, known as Morey Hall, is directly under the control of the Normal authorities and is in charge of a Matron and a Dean. It is a beautiful fireproof building, occupying a block of ground a short distance from the main buildings, and provides a home for eighty students. In this Hall the students enjoy all the privileges of a refined home at a very reasonable cost, the cost of board and room being \$3.50 per week for two persons occupying one room, or \$4.00 per week board and single room. The success of the dormitory has been so marked, President Maxwell reported, that steps are already being taken to have a similar Hall erected during the coming season.

#### LUNCH ROOMS

At two Schools—The Chicago Normal School, and the La Crosse Normal School—lunch rooms are established under the management of the school. Noon-day lunches are here served at a small margin above cost. These were said to have proved a great convenience, and are evidently well patronized by the students of both the Normal and the Training Schools.

We cannot close this report without expressing our appreciation of the earnestness and enthusiasm of the members of the staffs of the various schools visited. From the President to the youngest member of the staff, all seemed to be engaged in the investigation of some personal pedagogical problem; and while most willing to give of their own knowledge and experience, were also anxious to learn of educational conditions within our own province.



## REPORT OF D. WALKER, B.A.,

PRINCIPAL NORMAL SCHOOL, PETERBOROUGH

In October last, in company with my fellow Normal School Principals, Mr. Scott and Mr. Casselman, I had the privilege of paying a visit to some of the training schools in the eastern section of the United States and have now the honour of submitting this report of my observations.

The schools visited were the Normal Schools in Buffalo, Pittsburgh, Washington, West Chester, New York, Salem, and Fitchburg, and the Teachers College in New York.

## MANAGEMENT AND MAINTENANCE

Of these schools a word or two may be said of the management and maintenance. The Teachers College is conducted as a part of the University of Columbia. Buffalo, Salem, and Fitchburg are State Normal Schools regulated, controlled, and supported mainly by the State in which each is located. West Chester is a State Normal School, though of a semi-private character, being really the property of a joint stock company. Its management, however, is in the hands of a Board of Trustees of eighteen members—nine representing the stockholders and nine the State. The State contributes for the tuition of all students who obligate themselves to teach for two years in Pennsylvania.

The training schools in Pittsburgh and the two training schools in New York form part of the school systems of those cities, and were established and are maintained by each city for the purpose of training teachers to meet its own needs. The two schools in Washington are the training schools for the District of Columbia, and consequently are under the control of the Federal Government which, one may be led to infer from a comparison of its buildings and equipment with those of other institutions visited, is none too generous in supplying funds for Normal School purposes at least.

With such diversity in the control of the schools one would naturally look for a corresponding diversity in their internal organization, their courses of study, and the qualifications for admission and for graduation. But such is not apparent; for although each school is allowed considerable latitude and has certain characteristics peculiar to itself, yet there is surprising uniformity, not only among the schools of the same state but also among the schools of different states. So far as the Normal Schools in any one state are concerned such uniformity as may be desired is no doubt made possible through the frequent meetings of the several principals with the Commissioner or State Superintendent of Education.

## ADMISSION

Admission into the training schools demands practically the same standard of scholarship as in Ontario—namely, High School graduation—a course of at least four years. The age for admission in New York State would appear to be sixteen; in Pennsylvania seventeen for free state tuition, and in Massachusetts seventeen for men and sixteen for women. Graduation in all cases requires an attendance of at least two years, and the State of Pennsylvania provides a Normal

School course of four years to which students are admitted at any point for which they are actually fitted by the High School training which they have received.

The number enrolled at the different schools is evidence of the fact that the lengthening of the time during which the student is required to attend does not deter but on the contrary seems to attract. The large attendance is especially remarkable because of the fact that school boards are not, as in Ontario, required to engage teachers with Normal School training nor indeed with professional training of any kind.

It is true that a diploma from a Normal School will, after a period of successful teaching experience, secure for the holder a State certificate which will exempt from further examination and it is also true that in some States the trained teacher is entitled to a higher salary than the untrained; for instance, in Pennsylvania the minimum salary for the former is fixed at \$55 a month, while that for the latter is \$45. Yet there would seem to be other reasons to account for the attendance.

The lowest enrolment was about 275 for a two years' course and the highest upwards of 1,000 where a four years' course is in operation. The percentage of men is no greater than in Ontario. The longer courses seem to give the schools a sort of college prestige heightened by the social features associated with boarding schools in cases where school dormitories are provided. In the State Normal Schools there are also some special courses which are attractive to students. For instance, Buffalo offers courses in Vocational training, and in Cookery, Sewing, and Millinery. Salem offers an advanced Commercial Course, and Fitchburg emphasizes its courses in the Practical Arts.

The course of study prescribed in all the schools for teachers-in-training embraces practically the same subjects as are required in the Ontario Normal Schools and there is but little difference in treatment or intensive study. In the New York schools Logic is prescribed and, as might be expected from the longer term, in all the schools much greater prominence is given to the practical arts and to physical training. In these two departments the work of our schools is surpassed; but in nature study, school gardens, and agriculture we are as yet in the lead.

#### OBSERVATION AND PRACTICE TEACHING

For observation and practice teaching each training school has a Model School either in its own building or in one close at hand. This school is controlled by the Normal School, although it is in reality one of the ward schools of the city, and all children in the ward or district are admitted. Though it is under the management of the Normal School, the city pays toward its maintenance annually an amount per pupil in attendance equal to the average cost of the education of the pupils in the regular city schools. By such an arrangement dual administration is avoided, and the efficiency of the school for Normal School purposes secured.

The work of observation is given special attention during the first year of the student's course and practice-teaching is carried out chiefly during the last term of the final year. The plan which seemed to have the most to recommend it for practice teaching was that which provided each teacher-in-training several weeks continuous practice in each of four grades. The grades are divided into two or three parts, each in charge of a student. Each critic-teacher supervises two or more grades and meets the students in the afternoons for instruction in methods and for criticism.

When sufficient practice teaching cannot be provided in the model schools for

each teacher-in-training, as is the case in the elementary department of the Teachers College, the difficulty is overcome by a plan of grouping which has some good features even for smaller classes. A lesson topic is assigned not to one student but to a group of four or five. This group holds a conference and makes up a composite lesson plan which each is prepared to teach.

At the time set for the lesson the critic-teacher calls upon one of the group to teach it and if the plan is adhered to all in the group defend it. By such a scheme the critic-teacher's criticism loses much of its personal character and would be void of offence in so far as the individual student was concerned.

A further scheme makes the work of observation more interesting and profitable. By it students are required to prepare beforehand plans for themselves of the lessons to be observed. Points of difference between these plans and that actually followed by the critic-teacher are noted, and material will thus be provided for discussion at the conference between the students-in-training and the teacher.

### DIPLOMAS

All Normal Schools grant to their graduates a diploma as evidence of their fitness to teach in the elementary schools. Some of the schools also grant diplomas for Kindergarten classes and nearly all provide a post graduate course requiring usually an additional year beyond the customary two years' attendance. The diploma secured as a result of this advanced work is evidence of fitness to teach in the highest grades of the public schools or in grades corresponding to our continuation classes. In the Normal Schools at Buffalo and at Fitchburg there is also a course called the Kindergarten-Primary, which fits for teaching in the Kindergarten and in the first six grades of the public schools. The requirements for this course may be of interest and the subjects prescribed in the Buffalo Normal School are here submitted.

#### *Kindergarten Primary Course*

	Periods
Psychology .....	100
Principles and History of Education.....	100
Methods of Vocal Music.....	60
Methods of Arithmetic .....	80
Methods of United States History.....	40
Methods of Drawing and Handwork.....	160
Logic .....	80
Methods of Geography .....	100
Methods of Reading, Spelling, Phonics, Language.....	100
Methods of Nature Study and Elementary Science.....	100
Methods of Penmanship .....	40
Methods of Physical Training .....	120
English, Voice Training, Children's Literature, Story-telling.....	100
Songs and Games .....	100
Mother Play, Gifts, Occupations.....	160
Programme of Kindergarten Procedure.....	40
Observation and Practice .....	580

While in Pittsburgh we had an opportunity of seeing something of the work being done in the public and high schools of that city. The system is complete in its organization and the schemes of the recently appointed superintendent seem to have overlooked none of the problems which have to be solved in so great an industrial centre. A visit to Pittsburgh will be found profitable for those who have to deal with the complexities of urban education.

I cannot close this report without referring to the very courteous treatment everywhere accorded us. We had the most convincing proof that education recognizes no boundary lines.



## REPORT OF J. F. WHITE, LL.D.,

PRINCIPAL NORMAL SCHOOL, OTTAWA

## NORMAL SCHOOLS OF THE EASTERN STATES

Instead of being uniform, as in this Province, there are various classes of Normal Schools. At times the division is on the basis of race—schools for white students, schools for coloured students. There are again public normal schools, maintained and controlled, in part at least, by the state; and private schools, over which the state has no control whatever. There are two other classes, namely, city training schools, and state schools. A city training school is intended to provide teachers for that city alone, and schools of this class are found in the larger centres such as Baltimore, Philadelphia, Boston, and New York. Even among the schools within a state there are at times important differences in the course of study. In New York State, for instance, a certain school specializes in the subject of art; another makes manual training one of its leading features. This differentiation of work exists also in the schools of other states. This question of differentiation, rather than of perfect uniformity, is one worthy of consideration in regard to the Normal Schools of this Province. As soon as the problem of supplying a sufficient number of properly trained teachers to meet the existing demand shall have been solved, it might be of benefit to have various schools specialize along certain lines. One or more Normal Schools might well take up the problem of training teachers for rural schools only; while others would give a special course for the junior grades in urban schools. With this object in view the course of study and the arrangements for practice-teaching might have to be different from what is now generally followed.

One problem that is being worked out in a few of the city training schools is the correlation of the kindergarten with the primary grades. As all new teachers in these cities are appointed to junior grades, the city training school offers a course that prepares either for the kindergarten, or for the work in the first four years of the elementary school. The course covers two years, and the principals report that thus far it has given great satisfaction. If this scheme results in bridging over the gulf now existing between the kindergarten and the first grades of the public school, it will probably be found worthy of imitation in some, at least, of our own training schools.

## SCHOOLS IN PENNSYLVANIA

The State Normal Schools in Pennsylvania are as to origin and government somewhat different from those in New York or Massachusetts. Frequently they were founded upon existing private academies located in the smaller cities or towns. Stock was subscribed for locally, and usually the capital did not exceed from fifty to seventy-five thousand dollars. Those who purchased the stock did so in order to have facilities for secondary education within reach of their own homes. The Normal School course was often but a slight modification of that previously given in the academies, for professional work occupied but little of the time. In the course of years the State was induced to give financial assistance,

and it imposed upon the schools certain conditions, although the control has all along been vested in a small body elected by the stockholders. At present the State gives a bonus of fifty dollars per year to each student in these State Normal Schools who take teaching methods. Nominally the State has control over the institutions through the appointment of examiners who determine whether or not the students shall receive a State certificate. But in reality this control amounts to little. The principal of one of these institutions informed me that no student recommended by the Faculty had been plucked in this examination in the last twenty years. It is quite evident, too, from printed statements, that this board in the course of three or four days is unable properly to read or value the examination papers submitted. It would appear, therefore, that this control by the State is of little service.

In a few Normal Schools a small body of men own nearly all the stock that was issued. In one school the principal and one or two members of the staff have thus obtained control, at a small outlay, of the stock of an institution which has become through the state grants notably valuable. Another case might be cited where the local bank can definitely direct the policy of the school. In nearly all cases such control has not been for the educational advantage of the institution. The shareholders are often more concerned in securing a large attendance and correspondingly large grants from the government than in maintaining a high educational standard. Legislation was obtained in 1911 empowering the state to purchase the stock of various Normal Schools so that it might actually control them. This has been done only to a limited extent, but in course of time it may be expected that the State Normal Schools of Pennsylvania will be in reality managed by the State and not by private corporations.

#### ADMISSION

There is no uniformity as to the conditions of admitting students in the various states. The highest standard is found in Massachusetts, New York, and Rhode Island, where attendance for four years at an approved High School is required. Although a like condition has been nominally the aim in some other states, the actual conditions of admission are much lower. It is not uncommon to find that pupils leaving the senior form of elementary schools are admitted directly to State Normal Schools. In other cases students who have attended for one, two, or three years at High Schools of somewhat inferior rank are admitted without examination. Indeed in some states it is the custom to have systematic canvassing for students. This is done in part by members of the Faculty when attending teachers' institutes in the neighbourhood of the schools; in other cases special agents visit different localities, and circular letters are sent to any persons considered eligible. In their meetings the presidents of the various Normal Schools defend this course by stating that it would be unfair to debar students from attending a Normal School unless they had completed a four years' course at an approved High School. In part this is due to the lack of High School facilities in some of the states. In several of the Normal Schools having the largest attendance a considerable proportion of the students have no intention of graduating for teachers. Instead they come to these schools to pursue a purely academic course. Criticism has therefore been made that instead of bending their energies to the work of training teachers, these schools offer a variety of courses with the view of secur-

ing a large attendance and of competing with High Schools. So far as I am aware no eastern state has a higher requirement for admission than is found in our own Province.

### COURSES

At present the ordinary course in a Normal School is two years superimposed upon the four years' High School course, but when students enter directly from an elementary school four years' attendance is required. Many of the schools are working for a three years' course for those graduating from approved High Schools, and in some states it is expected that this will be the minimum. The additional year would be devoted chiefly to strengthening the academic standing of the teacher-in-training. Several of the principals agreed that the present great need of these schools, in order to ensure the success of the graduates, is a more thorough knowledge of the subjects to be taught. An examination of the programmes reveals the condition that at present but little time relatively is given to strictly professional work. The courses in methods, and in the history and science of education do not usually occupy so great a proportion of time as in the Ontario Normal Schools. I believe I am justified, however, in stating that our own course is probably far more ambitious than what is usually attempted in American Normal Schools, especially when the shortness of our session is considered. It would be in my judgment a very great improvement to have the course in the Ontario Normal Schools two years instead of one. This would give opportunity for properly reviewing and systematizing the knowledge of students in the different subjects they will be called upon to teach. In particular it would afford opportunity for more thorough training in English—a subject now somewhat neglected in practice because of the pressure of work in other directions.

Some of these American schools aim to prepare teachers for the smaller High Schools, as well as special teachers in art, music, manual training, etc., etc., and also for such positions as that of county superintendent. In such cases there is usually a more extensive course of study. In fact it may be said that there is no clear line of demarkation between Normal Schools and schools of education in the colleges or universities. Many of the Normal School principals aim at having their schools recognized as training colleges, and their students accepted as qualified for teaching in High Schools. There is indeed some conflict between the universities and the Normal Schools in this matter.

It has been proposed at one of the teachers' meetings that the universities shall recognize the graduates of Normal Schools by allowing them two years' standing if they elect to prepare for a degree in Arts. Elmer E. Brown, United States Commissioner of Education, gives his views as follows:

"It may be doubted whether an adequate remedy is to be found in empowering Normal Schools to offer collegiate courses and give collegiate degrees, though that plan may be justified where a full course of collegiate grade can be provided without detriment to the wider work of the institution. The obvious remedy is to bring the Normal School into more intimate relation with the institutions in which the highest scientific work is done, to give it an appropriate place in the university system of its state. Just how this is to be done in any given case I am not prepared to say. The present disposition on the part of the university to break the undergraduate course in two at the close of the sophomore year suggests that in some instances the Normal School might profitably offer, along with other courses, the first two years of the college course. One adjustment which is worthy of consideration is a regular and systematic exchange of instructors between the Normal School and the university."



The views of the Normal School men are thus expressed by President John R. Kirk, of the State Normal School, Kirksville, Mississippi:

"For too long a time the Normal School has represented a journey into a blind alley, but sound education of every kind demands academic freedom. The Normal School demands freedom. There is no restricted sphere which the Normal School is destined to fill. It demands liberty to give academic courses paralleling the best of college work. It must be evident that a Normal School without facilities for preparing High School teachers cannot by any possibility prepare good elementary teachers. The products of such a Normal School are handicapped at the outset. They lack knowledge; they lack experience in handling the keys to knowledge. They are likely to lack constructive ingenuity. The philosophy is unsound that would allow half-educated or poorly educated teachers in schools up to and including the last day in the elementary school, while demanding fully educated persons on the first day the children are in the High School."

It is especially worthy of note, however, that few of these Normal Schools aim to prepare teachers for rural schools. Nearly all their graduates find employment in the city and town schools, leaving the rural schools, even of States like New York and Massachusetts, in the hands of teachers of inferior rank whether as to academic standing or professional training. Some of these states give certificates valid for one, three, or five years to young men and women whose knowledge of the subjects they teach is very meagre, since they have not gone much further than the ordinary standard for admission to High Schools in Ontario. In but one school—Salem, Massachusetts—did I find provision for students studying the problems that will confront them in rural schools. Here there is a rural school easily reached by students where observation and teaching are carried on throughout the year. The results are said to be highly satisfactory.

There are but few men in training, some schools not having any enrolled. The largest number of men—175—I found in West Chester, Pennsylvania, which had a total enrolment of nearly 900. However, many of these were not preparing to teach, but attended merely for the non-professional studies. In New York City few men are found in the schools, as the board decreed some time ago to give equal salaries to women as to men doing like work. It is quite evident that the training of children in most American cities and towns is, as in the case of our own province, passing wholly into the hands of women.

In every training school I found a considerable proportion of women on the staff. Indeed in several places they far outnumbered the men. Women principals are found in several cities in Washington, Baltimore, and Brooklyn. Probably as a result the salaries of many Normal teachers are somewhat low, although as a rule the principals are suitably paid. The selection of the teachers rests in many cases with the principal of the school, and in consequence he is rightly held responsible for the results. There is no qualification exacted as a rule. While many of the staff have attended college or the university, there are others who have been taken directly from the High School or from the position of county inspector.

#### CONDITIONS OF GRADUATION

There is no uniformity even among the state schools in any one state. Each school fixes its own conditions and determines the successful graduates. There is nothing corresponding to the uniform examination in the case of the Ontario Normal Schools. In consequence of this certain schools are more lax than others,

and this appears to be well understood. I was unable to learn what proportion of those entering remain for graduation, but it was evident that by far a greater ratio passed successfully in these American schools than in the case of the Ontario Normal Schools. Nor was I able to obtain copies of the final examination papers to compare with those set year by year in our own schools. I have therefore no definite standard by which comparison can be made. I have already referred to the case of one school where all the students deemed fit by the staff were passed by the Board of Examiners.

#### MISCELLANEOUS

In many of these schools provision is made for regular periods of study supervised by the staff. In this way the school day is relieved more than is usual with us. It trains students also in the skilful use of books. This latter acquirement is of great value since many now lack skill in using books properly.

In few of these institutions do the students purchase their own text-books. It has been the practice of the state to supply free of charge books for pupils in both Elementary and High Schools, and the same practice continues for the Normal Schools. In many cases the masters reported that the lack of text-books owned by students was somewhat of a handicap, since the student could not use the borrowed book in a helpful way by marking out parts or by adding notes for his own benefit.

The libraries are not as a rule very well supplied with many copies of the latest and best books on education. In some schools the library was certainly a weak feature of the institution, as the books were poor, not well classified, and too few in number to be of much help to the large number in attendance.

Most schools are well supplied with gymnasiums suitably fitted up. In many places the teacher of reading has charge of the work in the gymnasium. Students, in suitable dress, have at least two periods a week of training under competent direction. It would, in my judgment, be of great value to our Normal Schools to have a properly equipped gymnasium attached in every case, and placed under the charge of a capable instructor.

In some schools I found a collection of the best work done in various subjects obtained from pupils in the surrounding district. This was classified according to grade and was changed from time to time. It offered the student-in-training a definite basis for estimating the standard of work that might be looked for in the several subjects and from pupils of different years. Such a collection would, in my opinion, be very serviceable in each of our Normal Schools.

An experiment is being tried at Macombe, Illinois, in having Normal School extension work. There are outlines of the courses in various subjects, and a list of text-books is sent to any school desiring the services of members of the staff. Sixteen lessons of one hour each are usually given in every subject. Discussions are conducted once a fortnight, and a brief paper is expected from every member of the class at each meeting. The hours of meeting are from 4.30-6.30 p. m., or from 7-9 p.m. The Normal School bears the travelling and other expenses of the members of the staff, and for no course charges more than three dollars for each teacher. Credit for work done is given to teachers desiring to take the Normal School course and obtain the legal certificate of such institution. The number of students enrolled in these courses has been quite large, and there appears to be every probability that much success will attend this departure in education. Whether

this plan, somewhat modified, could be carried out in Ontario is a matter for consideration.

In one or two schools effort is being made to carry on experiments in education. One school specializes in methods of teaching reading for instance, another tries different plans for securing good spelling. In my opinion it would be desirable to have each of the Ontario Normal Schools try some one experiment in educational lines. At present we are too likely to be guided by the experience of other people, carried on at times under conditions varying from our own, or else tradition fixes pretty definitely the line of action recommended to the teacher-in-training. There are many avenues along which such work could be essayed, and it would, in my judgment, be in the interests of the schools to make such experiments.

The Normal Schools appear to be more than holding their own in most states if one is to judge by the large amounts voted for their maintenance and improvement. Several schools are to have new and enlarged buildings. One is to be erected in Baltimore at a total cost of \$600,000 for land and building. Washington is just completing a very handsome building for the training school for white teachers at a cost of \$300,000. It may also be stated that the attendance shows a gain in recent years. On the whole, therefore, it is evident that these institutions are receiving the hearty support of the legislature and people in the various states.

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## REPORT OF A. C. CASSELMAN,

PRINCIPAL NORMAL SCHOOL, NORTH BAY

During the month of October, 1912, two weeks were spent visiting Normal Schools in the States of New York and Pennsylvania, the Commonwealth of Massachusetts, and the District of Columbia.

## THE BUFFALO STATE NORMAL SCHOOL

The State Normal and Training School at Buffalo was visited, and it may be taken as a type of the training schools of the State of New York.

The conditions of admission approximate closely to those obtaining in the Province of Ontario. The minimum requirement is a diploma from a High School showing that the candidate for admission has completed a four years' course in English, history, mathematics, science, drawing, vocal music, and Latin or French or German.

The standard for entrance in vocal music and drawing is higher in the State of New York than in the Province of Ontario. A period a week for four years is the minimum requirement in music, and the candidate must have adequate instruction in sight singing from the staff and the use of common technical terms.

In drawing, the candidate must have received instruction for a period a week for two years and two periods a week for the remaining two years of the High School course. From a careful observation of a class at work in art the conclusion is that the students in Buffalo Normal School do more advanced work than is possible in the Normal Schools of Ontario. I believe the same is true of music. When it is remembered that the Normal course is two years in New York and only one year in Ontario it will be expected that graduates of the New York Normal Schools will be better equipped than the graduates of the Ontario Normal Schools to teach these two important subjects in the public schools.

The Buffalo Normal School provides three courses of study: (1) The Elementary Teachers' Course, (2) The Kindergarten Primary Course, and (3) the Kindergarten Course. The first course enables a candidate to obtain a certificate that is a life license to teach in any public school of the State. A graduate of the second course is given a certificate that is a life license to teach in any Kindergarten, or the first six grades of any public school in the State. A graduate of the third course receives a certificate that is a license to teach for life in any Kindergarten in the State.

Candidates for entrance to the above courses must be at least sixteen years of age.

The Buffalo State Normal School provides training for teachers of the industrial branches. The courses offered are mechanical drawing, machine-shop practice, printing, pattern-making, joinery, and cabinet work.

High School graduates seventeen years of age are admitted, provided they have done 480 hours' preliminary work under a competent instructor in the course they elect to take. This preliminary work is required of candidates who take Mechanical Drawing or any of the shop branches.

Mechanics who have had four years' successful experience in one trade, and who are mentally capable of pursuing a course of study may enter upon the course. Should an applicant be deficient in any of the above requirements he will be given opportunities for making up any deficiency.

The object of the course is to prepare students to become teachers of vocational subjects or to take other positions in the industrial world. The conditions for admission are very wisely made so that students may be recruited from High School graduates who favour the Manual Arts and from mechanics who are experts in their chosen trade, but who are slightly deficient in scholastic requirements. Experience has shown that the practical mechanic who has learned his trade under actual economic conditions, and who is possessed of a fair academic education, is likely to prove a better instructor than one whose skill was obtained in the manual training room of a High School or in a technical school. This course is a two-year one of regular day work. Students may cover the course in evening classes and will be given credit for each subject as it is completed.

A course is also provided in cookery, sewing, and millinery. The course, which covers three years, is designed to prepare the student to teach these subjects in the elementary school. No candidate is admitted under eighteen years of age. The academic qualification for admission is a four years' course in a High School or its equivalent.

A practice school consisting of a kindergarten, primary, and grammar grades is in the same building as the Normal School. The practice teaching is conducted in much the same way as in the practice schools in Ontario. The quality of the teaching by the students is about the same as in our schools. The teachers of the practice school assign the topics to be taught, but the lessons are valued by special critic-teachers for each grade. The minimum number of hours of teaching under a critic-teacher is 600. The two-year course makes possible a larger amount of practice teaching than can be given to it in this Province.

Tuition and the use of text-books are free to residents of the State of New York. Each applicant must make the following pledge: "In consideration of receiving free tuition at a State Normal School, I hereby obligate myself to teach in the schools of the State of New York."

Residents of other states are admitted by special appointment of the Commissioner of Education for New York, but must pay in advance a fee of \$20.00 a term of nineteen weeks. This covers tuition and the use of text-books.

Provision is made to help students who are not in a position financially to continue their work and graduate.

### THE SCHOOLS OF PITTSBURGH

Pittsburgh is a great industrial centre with a large foreign population, and, consequently, its schools would tend toward fitting its pupils for positions in the industrial world. The Carnegie Technical Schools, comprising School of Applied Science, School of Applied Industries, School of Applied Design, and Margaret Morrison Carnegie School, supply the demand for advanced instruction, but the Public Schools and the High Schools do the preliminary work.

Manual training or bench work and household arts are taken up in all grades above the sixth and by all over twelve years of age.

There is, in addition, the North Industrial School, where boys of any age who do not take kindly to the academic subjects are sent. This school is equipped with

seven shops: manual training (ordinary), printing, tin work, forging, etc. The six hours of the school day are divided into four equal portions,  $1\frac{1}{2}$  hours for study,  $1\frac{1}{2}$  hours for recreation,  $1\frac{1}{2}$  hours for shop-work, and  $1\frac{1}{2}$  hours for gymnasium or shower bath.

This industrial school is an unbounded success, and furnishes the proper activities to the boy who finds academic work irksome. Every city or town should have just such a school where actual trades are taught. The manual training as originally outlined does not supply the proper mental or physical diet. Its artificiality is its weakness.

One room in each building is set apart for the children of foreigners, and is presided over by a specially capable English teacher, not one who may be able to speak the foreign language. The object is to teach these pupils the English language quickly.

For every twelve regular rooms one room is set apart for slow pupils or for pupils who have fallen behind the class for some reason or other. The particular duty of the teacher of this ungraded room is to coach these backward pupils so that they may be able to take their places in the regular classes.

Another feature of the Public School system is the open-air school where under-nourished and unhealthy children are taught in the open air, and at intervals are fed plain but nourishing food in a warm dining-room.

Each High School furnishes a Commercial Course, an Industrial Course, and an Arts and Crafts Course, besides the regular English Courses.

In addition to the day High Schools there are two evening High Schools where pupils who have an elementary education may (1) secure the best substitute for a High School education, (2) pursue special courses in literature, science, drawing, or mathematics, (3) prepare for Civil Service examinations or for Technical schools, and (4) receive special training in book-keeping, typewriting, and shorthand, domestic science, and manual training.

The Pittsburgh Training School for Teachers is in the Colfax School No. 1, situated far out from the industrial and business centre of the city. It has most ideal surroundings for the training of teachers. The building is architecturally beautiful and splendidly equipped. It is conveniently situated for out-door work in nature study, geography, and elementary science. This school had just been organized and when in working order will be devoted exclusively to the training of teachers for the grades of the public schools.

The Courses of Study for the elementary schools of Pittsburgh deserve more than a passing notice. In the first place the number of subjects to be taught is reduced to the following:

Group I	Group II	Group III
Reading,	Arithmetic,	Music,
Writing,	Geography,	Art,
Spelling,	History.	Industrial Training,
Language,		Physical Training.
Grammar.		

"The first of the above groups of subjects may be called the English group, and the first two groups include all the so-called regular or solid subjects in the schools. The third group consists of what are commonly designated the special subjects.



## A FUNDAMENTAL WEAKNESS IN COURSES OF STUDY

"A glance at the above list of subjects shows that there is none that can be eliminated. The list represents fewer branches than are taught in most American city schools. There is a widespread feeling throughout the country that there are too many subjects attempted in our public schools; that the teachers have no time to stop for the sake of thoroughness; that the knowledge of children is superficial; that they are not trained into proper habits, and that there are too many pupils in all elementary schools that fail to complete a year's work in a year's time. The trouble may be in part the number of subjects attempted and the ineffective methods of presentation, but it is rather the extent of the subject-matter offered in connection with each course. Not that drawing or music are taught in elementary schools, even poorly taught, but that the courses in drawing and music are too elaborate; and so with other subjects, grammar, United States history, even arithmetic. These subjects cover too much ground; the field is too wide; the range of material too comprehensive. Too much attention is paid to details in all subjects presented; too much time wasted on isolated facts and non-essentials. The knowledge of the children is not organized.

"The courses of study here presented in outline are so reduced in subjects and subject-matter, therefore, as to enable teachers to get over the subjects taught and to take time for the training of children in habits of accuracy and thoroughness.

## STUDY PERIODS IN SCHOOLS

"In arranging programmes teachers will be required to allow as much time to children during school hours for the preparation of the lesson as is required of them in recitation. Each teacher will be expected to divide her room into two divisions, the higher and the lower, whether these divisions represent different grades or not. The school programme for the first six grades, at least, must be so organized as to permit one division to study while the other division recites. This order will be maintained in academic subjects only, and shall not control in the teaching of such subjects as writing, music, art, etc. In the grammar grades as much time must be allowed pupils for study of academic subjects in school as is required in recitation in these subjects.

"All study of children in the first six grades should be supervised or directed and should, therefore, be done in the school-room. Our courses of study in these grades should be so simplified that children might complete a half year's work in a half year's time and prepare that work during school hours. Children, as a rule, are not taught how to study and do not develop proper habits of study. It is due largely to the fact that teachers have considered it their own chief business to hear children "recite." They have not trained children in the use of books. The teacher should spend as much time and energy in supervising the preparation of lessons as in hearing lessons that have not been properly prepared."

## THE DISTRICT OF COLUMBIA

There are two Normal Schools in the District of Columbia, one for the training of teachers for the white schools and the other for the training of teachers for the coloured schools.

The entrance qualification is a four-years' course in the Washington High

Schools, or its equivalent, determined by examination. Before entering on the two-year course each candidate before being admitted to the school shall sign the following pledge:

"I, the subscriber, desire to enter the Normal School for the purpose of preparing myself for teaching, and I declare it to be my intention to continue in said school until I have completed the prescribed course of study, and then to devote myself to the work of teaching in the public schools for the term of two years."

There are no fees and students have the use of all text-books free. In conjunction with each Normal School is a practice school of all grades including the kindergarten.

The instruction in the Normal Schools is given by lecture, and by question and answer, and by discussion of topics. The students entered into the discussion of topics freely and with a confidence that can be obtained only after continued practice. There was little or no self-consciousness noticeable. The correlation of the subjects is a prominent feature of the work. In a geography lesson on transportation that was observed the students had gone to the National Museum and made sketches of the vehicles used in various countries. The sketches were well done and showed an extensive knowledge of art. Several sketches showing typical vehicles as to country and time were put upon the black-board by the students. The teacher of geography then gave a lecture on transportation, emphasizing the historical side of the subject.

A lesson to a few students on primary music was observed. Expressive movements of the hands and body emphasized the words of the song. Rhythmic movements are certainly an aid to teaching music in the primary grades, as well as an aid to an all-round development of the child.

A feature of the school work in Washington is the co-operation of the teachers and the Librarian of the Public Library. There is a children's department where the best children's books are kept. Every child may borrow three books at a time, only one of which may be a story-book. Books are lent to any school-room in lots. As several rooms may want the same books at the same time several duplicate sets are provided. So important has this work become that the Public Library Board has provided a supervisor of school work whose duty is to help pupils and teachers to select books helpful to them. A teacher is discussing a certain topic with her class. She wishes to supplement her work by directing her pupils to read about it in some books. Instead of going to the library and hunting for suitable material all she has to do is to communicate her wants to the Librarian, and books, pictures, and other material are sent to her room. This feature of the work of the Public Library could be profitably extended in many places in the Province of Ontario.

#### WEST CHESTER STATE NORMAL SCHOOL

This Normal School is one of the largest in the Eastern United States. The grounds consist of about 85 acres, and on them are several large buildings consisting of a main building, gymnasium, recitation hall, library, boys' dormitory, dining-room, household building, and a principal's residence. The buildings and grounds are owned by private stockholders. The school is managed by six trustees, three representing the stockholders and three the State.

In 1910 a four years' course was instituted. Graduates of approved High Schools of the first grade may enter at the third year, graduates of the second grade High Schools at the second year, and graduates of the third grade High

Schools at the first year. This regulation means that those with proper academic qualifications may graduate in two years. It will be seen that the school prepares students in both the academic and professional subjects. There is also a summer course of five weeks for which a fee of \$10.00 is charged for two courses and \$2.50 for each additional course. Board and lodging may be had in the school or outside, according to the desire of the student.

Classes in nature study and music were observed.

The school receives both day and boarding students. The fee for day students is \$1.50 per week and for boarding students \$5.00 per week. Students 17 years or over who agree to teach two years in the State get \$1.50 per week as State aid.

The attendance at the time of visitation was about 1,000. Only part of those in attendance propose to enter the teaching profession. A large number attend for the purpose of receiving an education, with no definite object in view.

The school is a revenue producing institution, the fees received being sufficient to pay running expenses and to provide a balance that is used for making permanent improvements such as adding to the area of the grounds and erecting new buildings. The original expenditure was \$91,000.00. Since 1871 the State has contributed \$190,000.00 to the school. The present value of the property is well over a million dollars. That there is a balance after paying running expenses is largely due to the excellent management of the dining-room, kitchen, and dormitories.

#### TEACHERS COLLEGE, NEW YORK

The School of Education of the Teachers College prepares advanced students for University and College professorships or instructorships. Students receive instruction fitting them for supervisors, principals, and superintendents of schools, heads of academic or educational departments in Normal and teachers' training schools. Professional training is provided for teachers of both sexes for secondary, grammar, and primary schools and kindergartens.

Professional courses in such technical subjects as the fine arts, household arts, industrial arts, nurses' education, music, nature study, and physical education are given.

The Faculty of Education is a large one and is made up of professors who stand in the very forefront of educational work on the continent. The whole two weeks' time could have been spent here very profitably. Only two days, however, were devoted to the work here. Part of this time was occupied in listening to lectures and visiting the various departments of the work. The remainder of the time was employed in conversing with the professors about their work, their methods, and their experiments.

In connection with the Faculty of Education are two schools, the Horace Mann School and the Speyer School. The first is used for observation and demonstration only, the latter is a school for experimentation and practice.

The Speyer School differs so widely from any practice school or public school in any town in Ontario in the use that is made of it, that, for the information of teachers and others, the whole announcement is quoted here.

#### SPEYER SCHOOL

"This school, established in 1899 as a practice school for Teachers College, Columbia University, includes an elementary school with additional social activities. The school building, occupied in 1902 through the generosity of Mr. and Mrs.



James Speyer, is a five-story structure, equipped with rooms for eight elementary grades and a kindergarten; two school kitchens, a dining-room, one sewing-room, a rest-room, and a wood-working shop; a gymnasium with baths and a school physician's office; a library with separate reading-rooms for children and adults; accommodations for supplementary classes and club meetings; an apartment with rooms for ten resident teachers and social workers; and, over all, a roof playground.

The purpose of the school is, first to offer exemplary elementary education. In this respect it furnishes to the students of Teachers College opportunity for observation and practice, and for the various departments of that institution it supplies a field for working out advanced methods of instruction. The school endeavours, further, to interest all the members of the families represented in the broader phases of education. By means of classes, clubs, and open meetings, it strives to make the schoolhouse a social centre for the entire neighbourhood.

The elementary school is a free school with a nominal charge of ten dollars per year in all classes, for the use of books and equipment. This fee is paid in two payments, one in September and the other in February.

The course of study is similar to that of the public school system. Particular attention is given to hygienic conditions. Daily gymnastic work and inspection by a medical expert assure the health of the pupils.

The aim of the school is not merely to produce students, but to develop persons who shall be efficient in the world. Accordingly the topics of study are closely related to the life of the children. The improvement of judgment and the quickening of extended interests leading to investigation beyond the completion of the regular course of study are cardinal purposes in the instruction.

The social work comprises the activities carried on in the school apart from the work of the grades. Those in charge endeavour to organize such clubs, classes, lectures, and social meetings as the needs of the young people and adults of the neighbourhood may demand.

The programme proposed for 1912-13 is as follows: Free Circulating Library for children and adults. Playroom for children, 5 to 10 years old, from 3 to 5 p.m. daily.

Penny Provident Savings Fund: Receives deposits from one cent up. This "Bank" is open afternoon and evening.

Clubs for Social and Recreative Purposes, composed of women and girls of like ages and tastes.

Gymnastic and Athletics for women and girls, including regular training and dancing.

Dancing Class, open to young men and young women.

Classes for Women and Girls: In Garment-making, Cooking and Housekeeping, Millinery, Embroidery, Home Nursing, Business English.

Junior Classes for School Children in Cooking and Sewing.

#### CLASSES

1. *Elementary Sewing*: Mondays, 7.45 p.m.

Two terms of 15 lessons each; per term, \$1.00.

White work and shirt-waist suit. Hand work and machine-sewing. Cutting and making of garments from paper patterns.

2. *General Sewing*: Tuesdays, 4.75 p.m.

Two terms of 15 lessons each, per term, \$1.00.

In this class, instruction will be given upon articles which the individual members wish to make.

3. *Millinery*: Wednesdays, 7.45 p.m.

Two terms of 15 lessons each; per term, \$1.00.

Making, covering, trimming of frames; bows, bias bands, bandeaux; making a hat complete.

4. *Elementary Cooking*: Mondays or Tuesdays, 7.45 p.m.

Two terms of 15 lessons each; per term, \$1.00.

Study of meals for a family of six; cooking processes will include cereals, soups, beverages, vegetables, batters, simple desserts, cakes, stews.

5. *Advanced Cooking*: Wednesdays, 7.45 p.m.

Two terms of 15 lessons each; per term, \$1.00.

Study of family menu. Cooking processes include canning, preserving, breads, pastry, meats, fish, salads, escalloped dishes, puddings.

6. *Home Nursing*: Wednesdays, 7.45 p.m.

Two terms of 15 lessons each; per term, \$1.00.

Practical methods of meeting emergencies in the home.

7. *Gymnasium*: Mondays or Tuesdays, 7.45 p.m.

Two terms of 15 lessons each; per term, \$1.00.

Exercises upon apparatus and the floor; folk dances; games; basket ball.

8. *Dancing*: Wednesdays, 7.45 p.m.

Two terms of 15 lessons each; per term, \$1.00.

Classes open to men and women. Formal dancing; figure dances.

9. *Business English*: Tuesdays, 7.45 p.m.

Two terms of 15 lessons each; per term, \$1.00.

English, commercial arithmetic, commercial geography.

10. *Junior Cooking and Sewing Classes*:

Two terms; per term, 25 cents.

Classes will be held after school hours, every afternoon except Saturday."

Some features of conducting the practice teaching and observation are worthy of special notice. The student teachers observe the teaching in the Speyer School. A lesson is assigned for the next day. The student teachers prepare a plan of the lesson. These students meet the assistant professor of Elementary Education and their lesson plans are discussed. The students see these same lessons taught in the practice school. After the student teachers have had some practice and gained some proficiency in the preparation of lesson plans they teach before the critic-teacher.

As a variation of this method a group of four or five students gets the assignment of a lesson and the group prepares a joint plan. One member of the group is selected by the critic-teacher to teach the lesson.

## THE NEW YORK TRAINING SCHOOL

This school is for the purpose of training teachers for the public schools of the city. About 800 students, graduates of the High School, were in attendance. The minimum age of admission is 17 years, or 17 during the first term. The length of training is three terms of five months each. During these terms the students receive lectures on methods and observe and teach practice lessons under the supervision of critic-teachers. At the end of the third term the student is granted a license as a

substitute teacher if he succeeds in passing the examination. He is then assigned to a school as a pupil teacher. As soon as he displays ability to take charge of a room he is given a position on the regular staff of the city schools.

### STATE NORMAL SCHOOL, SALEM, MASSACHUSETTS

The Normal Schools of Massachusetts are maintained in order that the children in the public schools of the Commonwealth may have teachers of superior ability.

Besides preparing teachers a number of students are admitted to a commercial department, wherein they may receive instruction to fit them for positions in the business world.

Candidates for admission who propose to be teachers must, if men, be seventeen years of age, and, if women, sixteen years of age. The minimum qualification is a four-years' course in the High School. Students may be admitted by passing an entrance examination which is held at the Normal School in June and September. Special students of recognized ability, particularly those who have had experience in teaching, may be admitted by arrangement with the principal.

Tuition and text-books are free to all residents of Massachusetts who declare their intention to teach in the schools of the Commonwealth. Students from other states must pay a tuition fee of \$50.00 per year.

The course is two years for those who propose to teach in the public schools. Students who propose to teach in the first six grades of the public schools may omit advanced mathematics. Those who expect to teach in the upper grades receive special preparation and may elect to take a third year of advanced work.

Practice teaching is obtained in the model school in the building that has all grades from the kindergarten to the High School. Use is also made of the kindergarten and primary grades of a city school and a model ungraded school in Marblehead. The object is to give the students practice in teaching under conditions similar to those they will meet when they have charge of a school.

Students also fill some positions in the public schools for a week or more at a time, for which they receive remuneration at the rate of \$9.00 per week.

There are three gardens in connection with the school, one for junior grades in which they grow radishes, lettuce, and peas. The boys of the upper grades rent half an acre of land, open a bank account, buy seeds, fertilizer, and tools, plant the plot, and market the produce. They received \$80.00 for the peas they marketed in 1912. Late sweet corn was also raised.

The third garden is in connection with the subjects of geography, nature study, and botany. Staple agricultural products not grown in the vicinity, such as flax, hemp, cotton, rice, and peanuts, are grown to illustrate geography. Flowers of many kinds are grown to illustrate botany. Both are used for the purpose of nature study. The gardens are used as the basis of practical work in arithmetic, book-keeping, and language and composition.

The manual training is largely in connection with the school work in the gardens.

The manual arts department is a combination of representation and construction. Drawing is used as a means of expression in all subjects and in appropriate mediums. The practical arts include the study of representation, composition, and construction. Sewing, weaving, metal work, wood work, leather work, printing, and bookbinding are taken up, and the finished products and those that were in



course of construction show marked skill and understanding on the part of the students.

Great emphasis is placed on the subject of geography in this Normal School. The museum of natural and manufactured products is very extensive. One large class-room is equipped with all the appliances necessary for the teaching of the subject.

The course in the commercial department extends over three years. Besides the ordinary English branches, book-keeping, typewriting, shorthand, and penmanship, the students receive a training in commercial and industrial geography, history, history of commerce, industrial physics and chemistry, music, and gymnastics. The students receive practice in the various departments of actual business in the commercial houses and manufacturing concerns of Salem, Newtown, Beverley, and Boston. For this service they are paid. For instance, Marsh's, a large departmental store in Boston, pays \$1.00 per day for practice students, and if they are late five minutes they are fined 75 cents. These mercantile houses are eager to get the students, and when the latter graduate they readily get positions. The supply for such skilled help is not equal to the demand.

Students who for financial reasons are not able to continue the course are granted State aid. A students' benefit fund and a graduates' fund in connection with the school are for the purpose of giving financial aid to worthy students to enable them to finish the course. When they have secured positions the aid advanced is paid back into the fund.

A lunch counter is in the building, and at noon each day a variety of wholesome food is served at a very reasonable price. A caterer from the town supplies the food at prices that must have the sanction of the principal. On the day of our visit we had lunch here with the principal and we can bear testimony to the excellence of the food and the admirable arrangements for serving it.

#### THE FITCHBURG STATE NORMAL SCHOOL

The aim of this Normal School is the same as that of the Normal School at Salem. The conditions of admission, courses of study, and tuition are also the same.

While Salem provides a special course for those who wish to enter commercial life, Fitchburg gives a special course in music for those who intend to become supervisors of music, and also a course in practical arts leading to several forms of industrial work. The observation and practice teaching is obtained in a model school in the building. In addition the students during their first year assist backward pupils, first singly and then in groups. The last year a student is given full charge of a room for 13 or 14 weeks. There are several rooms which have no regular teacher, the teaching being done by the students under the direction and guidance of a supervisor. Every teacher in the Normal School teaches in the training school.

The feature of this school is the character of manual training and the household arts. Nothing is made or constructed unless it is needed. The needs of the school are supplied first, then those of the home, and, lastly, those of the individual. The pupils of the seventh and eighth grades of the practice school and the students of the Normal School work under the direction of a practical painter, carpenter, and printer. The carpenter shop is fitted up with a planer and other machines. The benches are such as are used by carpenters, not the small ones usually found in the manual training room. Oak tables for the school were made and finished by the pupils and students. The walls were tinted and the woodwork painted, cement

walks were built, the attic was fitted up for a printing office, and a stairway was built to it, pictures were framed, and many things that one would not think the pupils were capable of making were made.

Programmes, time-tables, and school catalogues have been printed and bound, and the covers have been decorated and coloured. The ordinary photographic reproductions of the best pictures are coloured by the pupils as a training in colour harmony.

At the time of our visit the male students in the Practical Arts course were building a large greenhouse. The whole of the work was being done by them. The plans were drawn, the concrete mixed and put in place, the frame made, put up and the glass put in; in fact, the whole building was to be finished by the students.

There is a boarding and lodging house in connection with the Normal School, called Miller Hall. The work in household science in the school is all necessary work in connection with the kitchen, dining-room, and sleeping rooms of this building. The pickles and preserves made by the pupils of the model school are for use in the dining-room, hence these are not in sample lots but in large quantities. The female students take turns in doing the work in this building under the direction of the cook and the housekeeper. All the work in connection with it is done by the students.

The same plan is carried on in the school garden. All potatoes, tomatoes, cucumbers, squash, and other vegetables raised are used for the dining-room. Each class does the work it is capable of doing. Additional land had been recently purchased, and as it was rather rough and uneven the grading and cleaning was done by the pupils. A large playground with a baseball diamond was being levelled and graded at the time of our visit. All work was being done by the boys.

In the manual training and household arts all the work was really necessary work with a purpose. It will be readily seen how the work in arithmetic, geography, art, nature study, book-keeping, language, composition, and elementary science could be correlated with the manual training, household science, and agriculture. The actual problems arising in the course of the year's work are innumerable.

There is an Alumni Loan Fund from which students needing help may borrow amounts not exceeding \$100.00 annually, such amounts to be repaid with interest after graduation. There is also an arrangement by which a limited number of female students who are not able to pay for their board and lodging in money may work their way to graduation as teachers in three years by helping in Miller Hall.

The State Normal School at North Adams, Massachusetts, makes a specialty of agricultural education. The city provided the land necessary for the purpose for ten years, and the Commonwealth provided the funds necessary for its maintenance.

It was intended to visit this school, but on arrival in North Adams it was learned that the school was closed owing to the fact that a Teachers' Institute was being held in a neighbouring town.

In conclusion, I wish to state that all superintendents, principals, teachers, and others in the cities and towns visited did everything in their power to make our visit pleasant and profitable often at some inconvenience to themselves. All have my grateful thanks for their help and courtesy.

## REPORT OF R. H. COWLEY, M.A.,

CHIEF INSPECTOR OF PUBLIC AND SEPARATE SCHOOLS

## SOME FEATURES OF AMERICAN SCHOOLS

Schools in Buffalo, Washington, Baltimore, Philadelphia, New York, Albany, and Boston were visited. The schools of these seven cities, serving a population of eight and a half millions, may be assumed to illustrate much of the best the United States has produced in environment and content of public education. The particular schools were selected after consultation with the City Superintendents, the object being to see the best accommodations as well as characteristics of work and organization.

The following is a list of the schools visited:

BUFFALO: Public School, No. 56 West Delavan Avenue. A Night School.

WASHINGTON: Henry D. Cook Public School. Thomson Public School.

Force Public School. North West High School.

BALTIMORE: Girls' High School.

PHILADELPHIA: James G. Blaine Public School. Boys' Central High School.

NEW YORK: Public School No. 27. Public School No. 62.

ALBANY: Public School No. 16. High School. Vocational School.

BOSTON: Abraham Lincoln Public School. Roxbury High School. Girls' High School of Practical Arts.

## SCHOOL BUILDINGS AND ACCOMMODATIONS

## MATERIALS

In general quality the best school buildings do not differ materially from those of Toronto and the other chief cities of Ontario. Some of the schools in the big cities are much larger and much higher than any of our Ontario schools, and with the greater height and size heavier walls are a necessity. Vitrified and pressed brick with stone facings are the materials commonly used for outside walls, while steel girders, brick, terra cotta, and concrete usually supply the remainder of the skeletal structure.

In the best schools all main partitions, including those between class-rooms, are of massive brick work and are continued up through all flats from foundation level to roof. Special fire escapes are not provided. The stairways, of stone, slate, concrete, etc., are encased in walls of wired glass protected by heavy wire screening.

Georgia pine seems to be the popular wood for interior finishings. In some cases the floors of the class-rooms are of Georgia pine, but maple and birch are more commonly used. The wainscots and casements are usually of Georgia pine finished in natural colour, with terra cotta, light ochre, and cream tints for the plastered surfaces. Interesting attempts to improve this colour scheme were



noted. These usually involved the application of some wood stain to the Georgia pine. A delicate green, accentuating the grain of the wood, proved the least obtrusive of these. Where the yellow basis was accepted it contributed not a little to good lighting. In no case had anything so inappropriate as painting well grained natural woods been attempted.

### HEIGHT

The portions of the buildings occupied regularly by classes are from two to six stories high. In the case of Public School No. 62, New York, the regular classes occupied six flats. The tendency in Washington and Albany at least, is to confine the regular class-rooms to first and second stories only. Where higher buildings are erected no educational argument is advanced in their favour. The reason is almost invariably based on the high cost of surface. The centripetal tendency in the big cities is responsible for the narrow street, the elevated railway, the tube, the skyscraper, the shadowy day, and, not the least evil of its train, the many-storied school with its scant grounds, narrow corridors, and inadequate aisles.

In the Central Schools of big cities, special classes for anæmics and other types of defectives, who are so chiefly through their environment, are becoming a necessity. The argument is that surface costs too much. But it is daily becoming clearer that surface is not so costly as the evils resulting from constriction.

The centripetal tendency is of some concern to educationists. It is becoming accentuated in Toronto, the educational centre of Ontario. The centripetal tendency, if not duly counterbalanced, will create a commercial vortex which must presently affect the schools. The tendency of a vortex is downward.

### PASSAGE WAYS

In many cases the limitations of space and the stress of numbers have reduced the passage ways of the large schools to mere corridors. Marbleized concrete floors and glazed porcelain wainscots, with here and there an occasional picture or a piece of statuary, have done something to relieve the too obvious combinations of narrowness and length. In about twenty-five per cent. of the schools visited the general plan included good provision for hallways. In such schools the dignity of the environment was in itself an educational asset worth while.

### COST

Inquiry as to cost of schools, including building and equipment, but not sites, indicated that the cost per unit of accommodation varied in the case of public schools from \$150 to \$300, and in the case of high schools from \$350 to \$800. The larger the city the greater the cost, if a generalization may be made on the basis of a rather limited number of examples.

Large and massive buildings with here and there lavish expenditure on finishings, mark the main differences between the best schools of these American cities and the schools of urban Ontario. In each case the accommodations of the best schools are on relatively the same scale of merit. The accommodations found in the schools of New York, Boston, and Philadelphia are apparently not superior to those to be seen in the schools of Toronto. To say this is not to disparage the appointments of the American schools.

The area of school grounds is generally inadequate, there seldom being available as much as an acre, exclusive of the ground occupied by buildings, for an attendance of over a thousand pupils. In some instances the roofs of the schools are used as recreation spaces by the junior grades.

### LIGHTING, HEATING, VENTILATION

The standard lighting of class-rooms is unilateral with admission from the left. The window sills are about four feet from the floor, the windows being about four feet wide and running up to the moulding of the ceiling.

Heating and ventilation are usually effected by propulsion of fresh air by large rotary fans over heated steam coils, moisture being regularly injected into the air current. Auxiliary steam coils are also used in the class-rooms. Under ordinary circumstances, this system, when properly disposed and operated, provides a comfortable temperature and an atmosphere fairly pure. It is alleged to fall below normal results under certain conditions of external wind pressure, and sometimes during moderate weather. The air thus supplied, after artificial heating, lacks something of the invigorating stimulus experienced in breathing the cooler external air. One secret of this stimulus lies in the fact that the pupil inhales more oxygen per unit of volume in the cooler air and that the greater expansion of this air in the lungs produces a greater surface of oxidation. The problem of keeping pupils warm while supplying them with desirably cool air for breathing has yet to be solved under any system that forbids the use of the windows. In some large schools the anæmic pupils are placed in class-rooms having extra window area and extra facility for admission of the external air. It has not yet occurred to us, with sufficient force, that what is necessary in the school to save the life of the anæmic may also be necessary in the school to preserve the health of the normal child.

### ROOMS

Class-rooms are usually large enough for convenience of movement, but one is given the impression in many cases that the floor space has been doled out and that, if it were fifty per cent. greater, the comfort of the pupils would be desirably increased.

As a rule the cloak-rooms are separate from the class-rooms, but are not always quite above criticism. In some new schools the corridors contain on each side a series of stationary wardrobes convenient to the exits from the class-rooms. The obtusion of these wardrobes detracts from the appearance of the corridors and, when they are without provision for ventilation, an additional objection obtains. In other schools, while the wardrobes occupied positions in the halls, their doors opened into the class-rooms. In some cases these wardrobes were directly connected with the ventilation system and seemed to give general satisfaction. What appeared to be the best provision was that in which the wardrobes occupied part of the rear end of each class-room, being wholly within the room. In this case they were constructed of well-finished wood, with doors opening vertically upward after the fashion of a window with pulleys and weights. Each wardrobe was connected with ventilation flues quite separate from those of the class-rooms. Such accommodations are to be seen in the Abraham Lincoln Public School, Boston.

The main lavatories of the schools are usually placed in the basements. In many of the better schools all compartments of lavatories are provided with doors. In some schools this important provision has been quite overlooked. In schools where the class-rooms are on three or more flats each flat usually contains lavatories for the accommodation of the classes of that flat. In some cases, too, there are ample washrooms and shower baths with full supply of linen and paper towels and other accessories. In Public School No. 56, Buffalo, the accommodations include a large swimming tank as well as shower baths.

The individual drinking cup was not much in evidence. In some schools where they were supposed to be in use, pupils freely neglected to use them and as freely followed the practice of putting their mouths to the taps, thus producing the condition the individual cup is supposed to prevent. Bubbling fountains were commonly in use. Keith's Boston Bubbler appeared to be specially favoured.

Teachers' private rooms are not a conspicuous provision in many of the public schools. Usually there is one good room on each flat for the use of the teachers. In the Force School, Washington, there is one teachers' room between every two class-rooms, the latter being disposed in pairs throughout this school. In some of the High Schools the provision for the accommodation of the members of the staff is reasonably adequate.

Large and well-appointed assembly halls, with ample stage or platform and side rooms, are a special feature of the accommodations in many of the public and high schools visited. Often these halls are used, as their name suggests, for the daily opening exercises. During part of the year they are regularly employed for meetings of a social and educational nature attended by parents and other patrons of the school. The use of the school as a social centre is one of the aims that educationists evidently strive to keep well to the fore.

Dining-halls, usually in the basement, are apparently not an unusual accommodation, particularly in the High Schools, where a short noon intermission and an early afternoon dismissal appear to find favour. In some schools the pupils of the domestic science classes take a prominent part in preparing and serving the midday meal. These meals usually cost the pupils from five to fifteen cents according to the bill of fare selected.

### SEATING

Few accommodations of the modern school are of more consequence to the pupils than the provision made for seating, etc. In all the schools visited the desks were of good quality. In some schools one size of desk was provided for all the pupils of the same class or grade, the sizes of the desks varying with the grades. This provision, while suitable for the typical pupil in the class, does not meet the needs of either the pupils of sub-normal or supra-normal size and proportions or those pupils of normal physique who are above or below the standard ages of their grade. In not a few schools these conditions have been largely met by providing two rows of adjustable desks in each class-room. In other instances the local regulations permit the use of adjustable desks only.

The rectiserial mode of seating the pupils is followed in all the schools, even where the staffs have successfully departed, to a considerable extent, from the practice of teaching the pupils collectively. The rectilinearities and the rectangularities of the class-rooms are a great monotony of the modern school. The larger the school the more impressive, or depressive, the monotony. After passing



through the regular class-rooms of one of our large schools, it is pleasant to escape to the kindergarten or the rotunda or the reading-room, or to the folk-dance in the gymnasium. The school-room still has its vestiges, but these are perhaps an earnest of further evolution.

## TWO TYPICAL NEW YORK SCHOOLS

A glimpse into the public schools of New York convinces one that the potentialities of the place are not all in Wall Street. The schools are nurturing conduct and character on a high plane and according to the best ideals of the democratic spirit. Manifestly they are succeeding if Public Schools No. 27 and No. 62 are representative. If they are not representative, to account for them in such a city becomes a perplexing problem. The economists who are disposed to dilate from time to time on the failure of modern democracy should be sentenced to visit and consider the public schools of New York and other cities of the United States and Canada.

### A BOWERY SCHOOL

Public School No. 62, in the heart of the Bowery district, is a great monument to the reclamative power of popular education. This school, much larger than No. 27, stands six stories high. It has a staff of 95 teachers and an attendance of 3,500 pupils, all Hebrews. Three fourths of the classes in this school are 7th and 8th grades of the district, the others being elementary classes.

The auditorium has seating capacity for 1,400. The School is a centre for the parents as well as the children.

The influence of this and other good public schools in the Bowery is credited with having had a good deal to do with the moral transformation said to have been wrought here in the last two decades. The general physical vigour of the pupils seemed superior to that observed in the more centrally located school. The school spirit appears to have a tonic effect throughout. Discipline is scarcely a question.

Many pupils remain after three o'clock to take what is known as Club Work. This consists of any branch of ordinary school work, as science, drawing, sewing, cooking, etc. Teachers receive no extra pay for this work. It is purely a labour of love on their part.

### A CENTRAL SCHOOL

Public School No. 27 is situated on 41st Street, not far from the centre of things. The building is a fairly ornate and massive four-story structure, the front walls almost flush with the street line. The total cost was \$834,000, including \$326,000 for the site. There is a staff of about fifty teachers, regular and special, and an attendance of probably 1,500 pupils. The latter are fairly representative of the homes of commercial and industrial New York.

This school has two special class-rooms for cripples and dwarfs. These rooms are provided with desks and seats adjusted to all needs of physical conformation, giving freedom, support, and comfort as far as possible. The limitations of the pupils of these classes are made the occasion of a sympathetic interest and consideration on the part of the other classes of the school, and all appear to live up to their opportunity to be of service in this way.

*A Class of Paroles*

No. 27 has another special class-room occupied by boys who have been paroled by the Juvenile Court. While these lads are not afflicted with any outward physical defects, they frequently display traces of certain incipient spiritual twists. To William Levine, teacher, lawyer, and visitant of the Juvenile Court, falls the task of making the crooked in these lads straight. Judging from the results he is a skilful surgeon of souls. He seems to understand their thoughts from afar off, and he has the faculty of "getting next to" them in the right way. According to Mr. Levine, some form of parental neglect is ordinarily the primary cause of the divagations that first land such lads in the Juvenile Court. Where there is any hope in the parental relationship, and there is usually some, Mr. Levine is at much pains to enlist the influence of father or mother, or both.

Mr. Levine is successful in restoring the majority of his pupils as regular attendants and good workers to the ordinary classes of the school. His statistics for 1911-12 were most encouraging. The figures for the current year promise equally gratifying results. He started last September with 23 boys. By the middle of October he had enrolled 43 pupils, and he expected to have 70 before the end of December. Of this number he had already promoted four pupils to the regular classes, and seven more had been placed on trial in these classes with good prospect of having their promotions permanently confirmed. A large proportion of the remaining pupils will ordinarily win places in the regular classes before the end of the school year. For some time after being promoted, these boys return to Mr. Levine daily, after school is dismissed, to obtain his assistance in difficulties presented by their work.

Through such an agency and such a system of supervision many a would-be gamin of Gotham, as essentially noble as little Gavroche, will be saved to a life of dignity and usefulness. The excellent moral tone of this school must also help these lads immeasurably.

**A PRACTICAL SCHOOL FOR GIRLS**

The purpose of the Girls' High School of Practical Arts, Boston, is to give full opportunity for the development of that type of students whose talents lie more in lines of doing and expressing than in lines of acquisition. The pupils admitted to this school are: (a) graduates of the Boston elementary schools, (b) graduates of private schools whose standards are satisfactory to the Board of Superintendents, (c) other candidates on examinations equivalent to that required for graduation from the elementary schools of Boston.

The course of study is presented under two general heads, academic and industrial, and usually demands four years for its completion. The course during the first year is the same for all pupils. During the three years following, no electives are offered in the academic work, but the pupils are allowed to choose different lines of vocational training.

The Academic Departments are English, history, art, mathematics, science, and modern languages. The Industrial Department presents household science and arts, sewing, dressmaking, and millinery.

The various courses of instruction are planned to develop womanly attributes and to train for work in distinctly feminine occupations. This school differs from the purely industrial or trade school in that it has a four years' academic course in which the girls receive a general education which better prepares them for future duties in the home and in society.

The instruction in the practical arts aims to give not only a knowledge of the various processes in each industry studied, but also a comprehensive understanding of these processes in relation to the finished whole. This instruction should ensure to the girls who seek employment advancement to places of responsibility in the industries open to them.

The distinctly academic and cultural studies are constantly made as important a feature of the school's work as are the practical subjects.

The work in the Departments of English and history is on a high plane of efficiency. The course in Science aims at putting the student in touch with the scientific problems of life. In chemistry, physics, biology, and hygiene application is taught as much as theory. The course in mathematics aims at training the girls to think logically and clearly and at enabling them to solve simple problems. It is recognized that a woman should be able to write down her household accounts accurately, as well as to understand the principles of problems.

The purpose of the Department of Art is the cultivation of taste through a study of the principles of beauty and their application to the problems of dress and the home. The course includes the study of representation which stimulates observation and expression; construction, which teaches the facts of form and the method of making drawings for the workshop; mechanical drawing, which necessitates accuracy in measuring; composition and design, which include the analytical study of the principles of beauty and colour harmony; costume design, with special reference to the individual. Household decoration and furnishing are emphasized features of the course. Practical adaptations of art are being effected in this school with unusual skill.

In the Industrial Department, the aim of the courses is to set before the girls the highest ideals of home life; to train them in all that pertains to practical housekeeping; to cultivate good taste in furnishing and decoration; to give thorough instruction in sewing as a foundation for dressmaking and millinery. Such training gives the pupil ideals, taste, and skill in the selection and making of her own garments, as well as the ability to plan and execute for others. Practice is given in the care of the house; in marketing, cooking, and planning meals for persons of different occupations, for families, and for institutions; in the care of the sick; in drafting, cutting, fitting, and making garments; in straw sewing, bow making, and hat trimming.

The course in dressmaking as well as that in millinery, extending through three years, is vocational in its aims. The branches taught are hand and machine-sewing, drafting, cutting, fitting, and finishing. This course includes instruction in home millinery and household science.

The course in millinery deals with the materials and appliances used in the trade. The operations taught are the making of bandeaux, folds, buckram frames, wire frames, facings, shirred and plain bows, and the trimming of hats. The materials used are straw, lace, silk, velvet, felt, crape, and fur. Making, trimming, and designing are features of the advanced work in this department. Pupils in this course study also elementary dressmaking and household science.

The object of the course in household science is to train girls in all that pertains to the art and science of practical housekeeping. The course is offered to girls who desire to make an intelligent study of the home from the standpoints of sanitation, furnishing, decoration, and care.

Instruction is given throughout the course in choral singing and physical training. Special instruction regarding the conditions that ensure healthful living is a part of the course of hygiene.



The following is the prescription of subjects during the complete course of four years:

*First Year:* English I, Science I, French or German I, Mathematics I, Industries I, Choral Practice I, Physical Training I.

*Second Year:* English II, History I, Science II, French or German II, Mathematics II, Art II, Industries II, Choral Practice II, Physical Training II.

*Third Year:* English III, History II, Science III, French or German III, Art III, Industries III, Choral Practice III, Physical Training III.

*Fourth Year:* English IV, History III, Science IV, French or German IV, Art IV, Industries IV, Household Accounts, Choral Practice IV, Physical Training IV, Home Nursing.

The school is in session five and one quarter hours per day for five days in the week. Of this time ten minutes are given to opening exercises and thirty minutes to recess. The rest of the time is divided into periods of about forty-five minutes each.

### PROGRAMME OF STUDIES FIRST YEAR

Required	Periods per Week	Elective	Periods per Week
English.....	5	.....	.....
History.....	3	.....	.....
Mathematics; applied Arithmetic	.....	.....	.....
Algebra .....	4	.....	.....
Art .....	4	.....	.....
Sewing .....	6	.....	.....
Cooking and Housewifery.....	4	.....	.....
Choral Practice.....	1	.....	.....
Physical Training.....	2	.....	.....
	29		.....

### SECOND YEAR

English.....	4	Dressmaking.....	10
History.....	2	Millinery.....	10
Mathematics: Plane Geometry....	2	Household Science .....	10
Chemistry .....	4	.....	.....
Art .....	5	.....	.....
Choral Practice .....	1	.....	.....
Physical Training.....	2	.....	.....
	20		10

### THIRD YEAR

English.....	4	Dressmaking.....	10
History, Civil Government.....	4	Millinery.....	10
Physics.....	4	Household Science .....	10
Art .....	5	.....	.....
Choral Practice .....	1	.....	.....
Physical Training.....	2	.....	.....
	20		10

### FOURTH YEAR

English.....	5	Dressmaking .....	10
Household Accounts, one-half year	2	Millinery.....	10
Home Nursing, one-half year....	2	Household Science.....	10
Economics .....	2	.....	.....
Biology and Sanitation.....	3	.....	.....
Art .....	5	.....	.....
Choral Practice .....	1	.....	.....
Physical Training.....	2	.....	.....
	20		10

## A VOCATIONAL SCHOOL

The provision for public education made by the City of Albany is in keeping with the dignity of the capital of a great state. The presence of the education offices of the State of New York, housed as they are in a magnificent white stone building recently erected (at a cost of five million dollars) in a style of architecture at once suggesting sentiment and solidity, has probably afforded not a little stimulus to the local interest in education.

The school system of this city of but a hundred thousand people includes, among other institutions, a fine High School with an attendance of fourteen hundred, ample elementary schools, a training school for teachers, several evening schools, patronized by almost two thousand students, a training school, an open-air school, and two promising vocational schools. As these vocational schools are not long in operation, in fact are still in a nascent state, some account of their aim and achievement may not be out of place in view of the special interest now attaching to this kind of education.

## COURSE OF WORK

The school day, six hours in length, is divided into two periods of three hours each, one being devoted to academic studies and one to industrial work.

The academic studies consist of English, arithmetic, geography, history, civil government, physiology, and one period a day for study which supplements the English work. This training covers the same field as the grammar school but relates the studies with the industrial interests of the student so that he sees the relation of one with the other and thereby increases his interest. The industrial work consists of hand and machine woodwork and drafting for the boys; cooking, sewing, millinery, and drawing for the girls. It is hoped to add in the near future electrical work, pattern-making, sheet-metal, printing, and machine shop-work for the boys.

*English:* The subject includes reading, writing, spelling, and grammar. The aim is to teach the student to speak and write English correctly, to familiarize him with the essentials of commercial and technical forms of expression, and to give him a love for good literature.

*Arithmetic:* This subject in the Vocational School is called "practical mathematics"—the course for the boys differing from that for the girls. This course covers the principles of general arithmetic with extensions into algebraic equations and geometry. A wide field is covered in fractions, decimal equivalents, proportion, surface and volumetric mensuration, speeds of machines, lengths of belting, percentage, and figuring of costs of labour and materials as applied in the cooking, sewing, and woodworking departments.

*Geography:* This subject consists of a study of the production, distribution, transportation, and consumption of materials used in the home and in industries. It involves a study of geographical conditions that facilitate the providing of food, clothing, and shelter.

*History:* This subject consists of a study of the rise and development of the people of the United States; of the motives and ideals of those who laboured for the social, industrial, and economic betterment of the country; and of the results of their efforts upon production, social conditions, and national progress and efficiency. Civic ideals and duties of the individual to the home and the State are presented as an outgrowth of the historical development of the nation.

*Physiology:* This subject is studied from the view-point of hygiene and sanitation rather than in its systematic aspects. For girls it is related with instruction in cookery and is carried on into emergency work, which is similar to that in the boys' section.

*Shop-work:* The shop-work is for the boys. Each boy spends two hours a day under the guidance of a skilled mechanic. The course includes the making of tables, chairs, desks, cabinets, bookcases, etc. Sometimes work is done for other schools, while the greater part of it consists of orders taken by the students for which they receive six cents an hour—thus earning money in school. Many have received as high as a dollar to a dollar and fifty cents weekly and still have kept up their regular studies.

Each boy is provided with a separate bench and a full set of high-grade tools with which to do his work. The shop is also equipped with wood-working machinery of all kinds—speed lathes, saws, drills, jointers, planers, etc. The boys not only study the operation of these, but also their construction and installation.

*Drafting:* This subject covers instruction in the use of instruments, and the making and reading of tracings and blue-prints of the work done in the shop. This course is taught by an experienced draftsman and is so conducted that the boy may pass from the school to the drafting-room or factory without any loss of time and with advanced efficiency in his work.

The girls' drawing consists of making sketches of stoves, simple architectural drawings for planning houses and arranging rooms, laying out of patterns, colour stencilling of curtains, designing of embroidery, and illustrating of shirt-waists, skirts, and dresses both in line drawing and colour, as in a fashion plate.

*Cooking:* Each girl in this department is provided with her own special dishes and stove. The aim is to give instruction in practical cookery so that a girl will be of assistance at home and, later, be able to care for a home of her own in a competent, efficient, and economic manner. All kinds of cooking, both plain and fancy, are done. Emphasis is laid on marketing, nutritive values of foods, and the preparation, planning, and serving of meals, the intention being to teach the students how to reduce home expenses.

Orders for cakes, pies, bread, biscuit, etc., are also received in this department, and many of the girls earn their spending money. In addition, they have planned, estimated, bought, prepared, and served evening refreshments for women's clubs and associations.

The following is a menu for one of the regular school luncheons which is prepared each day by the girls:

#### MENU

Cream of tomato soup, 1c.

Orange and banana salad, 2c.

Boston baked beans, 2c.

Boston brown bread, 2c.

Ham sandwiches, 2c.

Plain sandwiches, 1c.

Cocoa, 2c.

Coffee, 1c.

Milk, 1c.

Oranges, 2c.

Bananas, 1c.



*Sewing:* This subject consists of plain and fancy practical hand-sewing, foot and electrical power machine work. The course includes the making of under-clothing, dresses, and baby clothing; repairing of worn dresses; remaking and refitting of outgrown dresses for smaller children; and the taking of orders for which the students are paid by the customer. Many of the girls are now wearing dresses which they have made, and have designed and made their graduation dresses for the June exercises.

*Entrance Requirements:* Students having completed the sixth grade of the elementary school may enter the Vocational School.

*Promotion of Students:* At the completion of the course of two years, graduates receive the diploma of the city education department and a junior trades' school certificate from the state education department. Students receiving such certificates may enter the Trades High School, when opened, where they will receive special technical or commercial instruction in their chosen life vocations, or, if they find that they are lacking in such interests, they may enter the general High School with advanced credit in the industrial subjects.

*Placement Work:* It is hoped to develop the industrial department so that students who complete the work satisfactorily will be placed in positions. Thus far, the school has had marked success along this line, having had more positions offered than it could fill. The co-operation of business and industrial men has been hearty, and the services of graduates of both sexes are highly valued.

The following table shows the time in minutes per week allowed for the different subjects in the Vocational School.

Subject	First year		Second year
	Min. per week		Min. per week
Industrial work.....	600	.....	600
Drawing.....	300	.....	300
English.....	225	.....	225
Mathematics.....	225	.....	225
Geography.....	135	.....	90
History and Civics.....	90	.....	135
Study.....	225	.....	225
Total.....	1,800	.....	1,800

The School is managed by the Board of Education, the Superintendent of Schools, and an Advisory Board composed of four representatives of business interests, and one labour representative.

The following list is suggestive as showing the choice of occupations made by 86 ex-students who had completed the two years' courses at present provided.

Occupations	Number	Occupations	Number
Machinist.....	17	Have no selection but will return.....	13
Draftsman.....	8	Return doubtful (going to work).....	4
Electrician.....	7	Normal High School.....	1
Printer.....	1	General High School.....	0
Dressmaker.....	6	No opinion (want to return but await extension of Course).....	3
Milliner.....	12	Carpenter.....	3
Cook.....	3	Cabinet-maker.....	1
Stenographer.....	6		
Painter and paperhanger.....	1	Total.....	86

## OTHER SCHOOLS VISITED.

Where all the schools are of an excellent character and each exhibits some unique points of merit, it is difficult to select any that could fairly be regarded as quite superior. The best is but *primus inter pares* not *facile princeps*.

Public School No. 56, Buffalo, is a particularly substantial building recently erected and well appointed. The gymnasium, the large swimming-tank, and a commodious assembly hall are some of its special features.

The Abraham Lincoln Public School, Boston, is a structure fairly worthy the name it bears though, doubtless, vastly unlike the little Indiana School of the railsplitter's boyhood. This handsome building cost about \$400,000. The accommodations generally are of a high standard. This school has a regular staff of 45 teachers and an attendance of 1,750 pupils. An annex contains 250 pupils. It is a rather startling fact that from this school population of 2,000 pupils as many as 150 pupils have been segregated as anæmics. These are accommodated in four class-rooms. One side of each room is entirely taken up with large French windows reaching almost from floor to ceiling and providing amplest access for light and fresh air.

The Girls' High School, Baltimore, erected in recent years and costing about \$450,000, offers a well-balanced four years' course embracing all the usual subjects and departments of secondary school work. The students in the Commercial Course take biology for one year as a compulsory subject, covering in a collateral way physical geography and practical studies in hygiene and sanitation. Alike on its cultural and its practical sides the Art Course in this school is well developed, yielding results quite above the average.

The gymnasium, with its contiguous shower baths, is provided with the usual equipment. The systematic use of the gymnasium is a feature of the school work. Graceful poise, action, and carriage are evidently conscious ends in all the exercises.

The folk dancing seen in this school merited the exquisite compliment paid to Perdita by the Prince of Bohemia:

When you do dance, I wish you a wave o' the sea, that you might ever do nothing but that  
—move still, still so, and own no other function.

The Central High School, Philadelphia, is an institution not without a history, memories, and traditions. In the seventy-five years of its existence almost thirty thousand students have gone out from its halls. In 1849 by Act of the State Legislature power to confer academic degrees in the Arts upon graduates of this school was granted to the controllers of the public schools of the district.

The present magnificent building, costing one and a half million dollars, was opened in 1910. The splendid assembly room, seating 1,700, is a conspicuous feature of the accommodations. The pipe organ, costing \$15,000, was presented by a graduate. The east window, a beautiful work of art by Tiffany, won the prize in its class at the Paris Exposition.

The school assembles at 9 o'clock for the reading of Scriptures, for brief addresses by the president, an alumnus, or a member of the faculty, or for declamations by members of the upper classes. The school day is divided into four or five periods of fifty-five minutes each. Besides the standard academic departments, there are separate departments for art, commerce, pedagogy, and physical training.

The floors of the halls are of inlaid rubber and the wainscots of porcelain. The other accommodations are such as usually obtain in the better urban schools.

Some excellent types of school buildings were seen in Washington. In the Henry D. Cook Public School the class-rooms are very suitably disposed around an attractive and commodious assembly hall. The general appointments of this school are quite above the average, while to a considerable extent the plan is agreeably unconventional. A too unusual feature in play-grounds is the provision of swings, "teeters," slides, horizontal bars, travelling rings, and other means for play and exercise in the open air.

The John Strong Thomson Public School is also worthy a visit, alike for its work and its accommodations. The regular class-rooms of this school are uniformly 34 feet long, 27 feet wide, and 14 feet high. While the school grounds are rather restricted, there is access from many class-rooms to pleasant balconies through low-opening French windows.

The kindergarten rooms in the schools visited were usually found to be too small. The kindergarten room of this school is much larger than the average and is provided with conveniences not found in other schools.

In respect to general appointments, management, *esprit de corps*, and quality of work the North Western High School is typical of the best schools visited.

#### THE SCHOOL SYSTEM OF WASHINGTON, D.C.

The schools of the Capitol constitute the main part of the educational system of the District of Columbia. The District originally embraced about a hundred square miles of territory. Some fifty years ago the portion lying across the Potomac was ceded back to Virginia, thus reducing the District to an area of about sixty-four square miles.

In 1804 Congress made a beginning of a system of schools, but it was not till forty years later that a public school system, in the modern sense of the term, was established.

After many changes and a wide variety of experiences in the management of these schools extending over a period of six or seven decades, the present mode of control came into operation by Act of Congress.

The school system is now managed by a board of Education consisting of nine members, all appointed by the judges of the Supreme Court of the District of Columbia. Every member of the Board must have been a bona fide resident of the District for five years immediately preceding appointment. It is also provided that three members of the Board shall be women. Three of the nine members retire annually, and all are eligible for re-appointment. The members serve without compensation. All meetings, except committee meetings dealing with the appointment of teachers are open to the public.

The Board appoints one Superintendent for all the schools of the District. The Superintendent holds office for a term of years and has the direction of, and supervision in, all matters pertaining to instruction in all the schools. He has also a seat on the Board with the right to speak on all matters before the Board, but not the right to vote.

Upon the written recommendation of the Superintendent the Board appoints one white assistant superintendent and one coloured assistant superintendent to exercise general supervision over the white and coloured schools respectively.



The District of Columbia is divided into thirteen school divisions, each under the direct oversight of a supervising principal. Nine divisions are composed of the public schools for white children, and four divisions of the public schools for coloured children—the proportion of divisions being established from decade to decade on the basis of the census reports.

The colour line of demarkation runs throughout the whole system including elementary, high, normal, and manual training schools.

Though Washington is the capital of the United States, it is in the unique position of not being within any State of the Union. Congress has exclusive control of the Capital and the District, and is its only legislative body. When any extension of the school system is desired an application is usually made to Congress for an appropriation for this purpose. The granting of this appropriation carries with it the authority for the modification desired. All important changes have been made in this way, including the free text-book system, medical inspection, and the addition of the fourth year to the High School course.

The annual appropriation for the schools of the District now exceeds three millions. Congress levies one half of this amount on the taxable property of the District, and contributes the other half directly from the federal treasury. The schools of the District employ altogether about two thousand teachers.

Pupils under six years of age are not admitted to the schools. The daily sessions of the grade schools are from nine to twelve, and from one to three, with morning and afternoon intermissions of fifteen minutes and seven minutes respectively.

The midsummer vacation extends from about the middle of June to the middle of September. There are also vacations of about a week at Christmas and Easter.

Tuition and text-books are free in all schools to residents of the District. It is the duty of the Superintendent to submit annually to the Board a list of the text-books recommended for the following year. Text-books cannot be changed more than once in three years, except by a three-fourths vote of the Board; but additions to the list may be made annually.

The medical health officer requires adjustable desks to be supplied for all pupils. Each teacher is required to measure the pupils at the beginning of each half year, with the measuring rod provided with each set of desks, and to see that the seat and desk are adjusted to fit the individual pupil at all times.

The maximum number of pupils assigned to each teacher is forty.

The opening exercises include Scripture Reading, the Lord's Prayer, and appropriate singing.

No secret organizations are allowed in connection with the schools. The use of tobacco by any employee in or about a school building is also prohibited. No school building can be named in honour of any living person.













